DOCUMENT RESUME

ED 324 449 CE 055 966

TITLE	The Skills Enhancement Literacy Project of Hawaii. Final Program Model. Final Performance Report. Final Evaluation Report.
INSTITUTION	Hawaii Univ., Manoa. Coll. of Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE	Sep 90
CONTRACT	V198A80292
NOTE	82p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Cooperative Programs; Education Work Relationship; English (Second Language); *Entry Workers; Ethnic Groups; *Hospitality Occupations; *Literacy Education; Outcomes of Education; Program Effectiveness; Program Implementation; *School Business Relationship; Second Language Instruction
IDENTIFIERS	*Hawaii; Sheraton Hotels; *Workplace Literacy

ABSTRACT

The Skills Enhancement Literacy Project of Hawaii (SELPH) was a demonstration workplace literacy partnership between the College of Education, University of Hawaii-Manoa and the ITT Sheraton Hotels. Four Sheraton Hotels in Waikiki participated in the project. The program was planned, staff and volunteers were recruited, and marketing strategies were employed to recruit and retain students. Classes were scheduled during working hours to accommodate employees. The program featured individualized programs of instruction; practical and job-related materials; in-house training, instructors, and tutors; flexible scheduling, open entry/open exit; and confidentiality. A total of 338 employees participated in the program, most from entry-level positions, and most nonnative English speakers. Project outcomes included improvement in attitude and job performance, increase in advancement opportunities, and improvement in literacy skills, especially speaking skills and job-related skills. Evaluation of the program showed that it met original objectives of literacy improvement, although gains in reading and writing were small. It also demonstrated the feasibility of partnerships between universities and businesses. In a discussion of problems and recommendations, suggestions were made to involve unions in future partnerships, to avoid project staff turnover, and to keep all classes small. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324449

THE SKILLS ENHANCEMENT LITERACY PROJECT OF HAWAII

FINAL PROGRAM MODEL

FINAL PERFORMANCE REPORT

FINAL EVALUATION REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE053966

THE SKILLS ENHANCEMENT LITERACY PROJECT OF HAWAII

FINAL PROGRAM MODEL

September 1990

This project was conducted under the National Workplace Literacy Program Grant No. V198A80292 from the United States Department of Education, Office of Vocational and Adult Education. This project was administered by the University of Hawaii-Manoa, College of Education, Department of Curriculum and Instruction, in partnership with the ITT Sheraton Hotels in Hawaii-Japan, from October 1988 to June 1990.

TABLE OF CONTENTS

PREFACE PAGE

Preface....1
Introduction....4
Sheraton's Expectations....5
The University of Hawaii-Manoa's Expectations....5
Cooperating Agencies....6
Funding Information....9
Program Goals....12
Program Development....12
- ♦Establishing the Partnership....12
- ♦Obtaining Funding....12
- ♦Assessing Literacy Training Needs....13
- ♦Recruiting and Training Key Staff....13
- ♦Recruiting and Training Volunteer Tutors....14
- ♦Setting up the Training Site....14
- ♦Acquiring Training Materials....15

Marketing Strategies....17
The Program Model....18
- ♦Special Program Features....18
- ♦Instructional Approaches....19
- ♦Instructional Modules....20
- ♦Instructional Materials....21

Project Personnel....22
- ♦Organizational Chart....22

Roles of Personnel Involved....25
- ♦Advisory Council....25
- ♦Project Director....26
- ♦Project Coordinator....27
- ♦Project Coordinator Counterpart-Sheraton....27
- ♦Instructors....28
- ♦Tutors....28
- ♦External Evaluator....29
- ♦Sheraton Management....29

Results....30
- ♦Participants profile....30
  - →By Hotel....31
  - →By Department....31
  - →By Ethnicity....32
  - →By Age Group....32
- ♦Project Outcomes....33
  - →Improvement in Attitude and Job Performance....33
  - →Increase in Advancement Opportunities....34
  - →Improvement in Literacy Skills....34

Keys to SUCCESS....35

DISCLAIMER

This publication was prepared pursuant to a contractual agreement between the College of Education of the University of Hawaii-Manoa, the ITT Sheraton Hotels in Hawaii-Japan and the United States Department of Education. Points of view and/or opinions expressed, however, do not necessarily represent the official opinion or policy of the United States Department of Education, the University of Hawaii-Manoa, and/or the ITT Sheraton Hotels in Hawaii-Japan.

FOR MORE INFORMATION

For more information about the project please contact the following:

Dr. Lawrence Zane
Project Director
Western Curriculum Coordination
Center, University of Hawaii
College of Education, Wist Hall 216
1776 University Avenue
Honolulu, Hawaii 96822
Tel. no. 956-7834

Ms. Akiko Takahashi
Regional Manager for Human
Resources, ITT Sheraton Hotels in
Hawaii-Japan
2255 Kalakaua Avenue
Honolulu, Hawaii 96815
Tel no. 924-5298

For more information about the National Workplace Literacy Program please contact the following:

Ms. Nancy Smith Brooks
Program Officer
National Workplace Literacy Program
United States Department of Education
4521 Switzer Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7242
Tel. no. (202) 732-2269

PREFACE

The project described in this model is made possible through a grant awarded by the United States Department of Education, Office of Vocational and Adult Education, as well as in-kind contributions from the ITT Sheraton Hotels in Hawaii-Japan and the University of Hawaii-Manoa, College of Education.

The project provides workplace literacy skills training to employees of the four (4) participating Sheraton Hotels.

This model will briefly describe the SELPH project (also titled the SUCCESS Program) concentrating on those aspects which are of particular interest to those businesses and industries which are trying to set up similar programs.

Ms. Akiko Takahashi, Regional Manager for Human Resources, ITT Sheraton Hotels in Hawaii-Japan, Mr. Richard T. Hashimoto, Senior Vice-President and Divisional Director for Personnel and Industrial Relations, ITT Sheraton Hotels in Hawaii-Japan and Mr. John C. Brogan, Senior Vice-President and Area Manager, ITT Sheraton Hotels in Hawaii-Japan and Managing Director, Sheraton Waikiki Hotel, were instrumental in gaining commitment and support for the project, and getting the project off the ground.

Dr. Lawrence Zane, Project Director, and Ms. Anita K.S. Li, Project Coordinator from the University of Hawaii-Manoa, are involved in the management and administration of the project.

The Project Director and Coordinator from the University of Hawaii-Manoa gratefully acknowledge the assistance and cooperation of the many individuals who have provided invaluable services and without whom this project could not have been successfully accomplished. Special thanks are due to:

- **ADVISORY COUNCIL MEMBERS**

Mr. Juan Ader
Mr. John C. Brogan
Ms. Juanita Campollo
Mr. Richard T. Hashimoto
Ms. E. Lynne Madden
Mr. Andy Y. Nii
Ms. Josephine Pablo
Ms. Lynne Waihee
Mr. Kenneth Yeung

♦ VOLUNTEER TUTORS/INSTRUCTORS

Mr. Daniel Bender
Ms. Abbie Chang
Ms. Lannete Ching
Ms. Gerri Digmon
Mr. Tim Dolan
Ms. Barbara Dworshok
Ms. Margaret Enyedy
Ms. Lani Fleming
Ms. Randi Flinn
Ms. Kimiyo Fujioka
Mr. Yeuell Harris
Mr. Matthew Huyck
Ms. Pearla Kouchi
Ms. Faith Lai
Ms. Alice Mitchell
Ms. Mary Miyamoto
Ms. Ernestine Munei
Ms. Dawnyette Sheldon
Ms. Bonnie Silva
Ms. Ann Swan
Ms. Lynn Taves
Ms. Tina Terada
Ms. Violet Todoki
Ms. Laura Warjonen

♦ ORGANIZATIONS

- American Association for Retired Persons
- The Governor's Council for Literacy
- The Governor's Office of Children and Youth
- Hawaii State Department of Education, Adult and Early Childhood Section
- Hawaii State Department of Education, Language Section
- National Network for Curriculum Coordination in Vocational and Technical Education - Western Curriculum Coordination Center
- Oahu Retired Teachers Association

♦ INDIVIDUALS

- **Mr. Daniel Au**
  College of Education, University of Hawaii-Manoa
- **Mr. Tony Barlett**
  Sheraton Newsletter editor
- **Ms. Sue Berg**
  The Governor's Council for Literacy
- **Ms. Nancy Smith Brooks**
  United States Department of Education, Office of Vocational and Adult Education
- **Ms. Rosemary Burnett**
  Curriculum Consultant

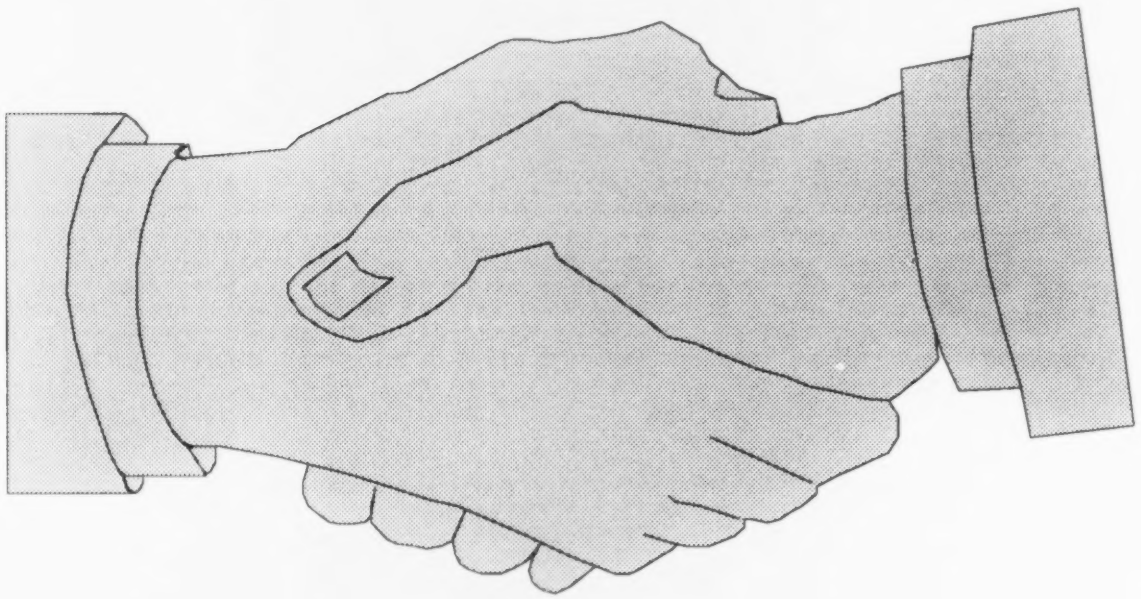
- **Ms. Lynn N. Fallin**
  Director, The Governor's Office of Children and Youth
- **Mr. Nobu Higa**
  Administrator, Adult and Early Childhood Education Section, Hawaii State Department of Education (Retired)
- **Dr. Lawrence Inaba**
  Hawaii State Director for Vocational Education
- **Ms. Lani Kiesel**
  Leeward Community College
- **Dr. Pamela Kimura**
  Consultant on Workplace Literacy Assessment
- **Mr. Jon Nakasone**
  Computer Specialist, University of Hawaii-Manoa
- **Ms. Sarah Newcomb**
  United States Department of Education, Office of Vocational and Adult Education
- **Ms. Naomi Okinaga**
  Computer Specialist, University of Hawaii-Manoa
- **Ms. Jane Pang**
  Oahu Retired Teachers Association
- **Mr. Mark Takemoto**
  Hawaii Institute of Tropical Agriculture and Human Resources, University of Hawaii-Manoa

The Project Director and Coordinator would also like to thank the entire project staff for their hardwork and contributions to the project.

Arlen Arakaki
Cecilia Chang
Elnora Empleo
Maria Teresa De La Fuente
Annette Fujinaka
Aminah Gunawan
Maggie Ho
Mark Ikehara
Charlene Keaulana
Julie Kunkel
Frances Labuguen
Vivian Lau
Martin Liang
Barbara Luckner-Loveless
Isha Madan
Anish Madan
Ruth Mahuka
Jennifer Maligro
Robert Miller
Juliet Narifusa
Eiko Niimi
Jason Reardon
Thomas Riddle
Stella Satake
Chung Shun Tam
Debora Tauiliili
Gwen Tauiliili
Maureen Tito
Dalia Urata
Yip Hung Wong
Lyanne Yano

INTRODUCTION

The Skills Enhancement Literacy Project of Hawaii (SELPH) is a demonstration workplace literacy partnership project between the University of Hawaii-Manoa, College of Education, and the ITT Sheraton Hotels in Hawaii-Japan. Four (4) Sheraton Hotels in the heart of Waikiki are included in the project: the Sheraton Waikiki Hotel, the Royal Hawaiian Hotel, the Princess Kaiulani Hotel and the Moana Surfrider Hotel. Together, these hotels employ over 3,000 employees of diversified backgrounds and cultures.



SHERATON'S EXPECTATIONS

The ITT Sheraton Hotels in Hawaii-Japan has long been taking a leading role in the education and development of its employees. The company's strong commitment in human resources development plays a significant part in the formation of this partnership. As a business leader with high vision, Sheraton sees the potential benefits of the project to its employees (improved self-esteem and advancement opportunities through upgraded literacy skills). It also envisions the enhancement of job performance and customer satisfaction as a result of a more literate work force. Furthermore it is expected that the project might offer a solution to the skilled labor shortage problem, and help increase employees' retention and loyalty. Titled the "SUCCESS PROGRAM" (Sheraton's Unified Commitment Concerning Employee's Self-Success), the project is presented to the employees as an opportunity for self-development.

THE UNIVERSITY OF HAWAII - MANOA'S EXPECTATIONS

The University of Hawaii-Manoa is a post-secondary educational institution serving the State of Hawaii. It is a multidimensional university operation conducting education, research, and public service programs for the state, the nation, and the world community. This partnership project aims at developing a demonstration Workplace Literacy Skills Model for the hospitality industry, which can then be shared with other businesses and industries who are interested in adapting and modifying the model for their own use.

COOPERATING AGENCIES

The Project has gained support and assistance from the following agencies:

♦ American Association for Retired Persons

The American Association for Retired Persons is the nation's largest organization of Americans aged 50 and over. It serves this population's needs and interests through legislative advocacy, research, informative programs, and community services provided by a network of local chapters and experienced volunteers throughout the country. The organization provides volunteer tutors to the SELPH-SUCCESS project.

♦ The Governor's Council for Literacy

The Governor's Council for Literacy is an alliance of government, business, labor and literacy and English as a Second Language programs which develops literacy partnerships, programs, and policies. The goals of the Council include the support of existing programs and the developing of workplace literacy programs. The Council spotslights the SELPH-SUCCESS project as a model Workplace Literacy Partnership program to businesses, industries and labor unions of Hawaii.

♦ The Governor's Office of Children and Youth

The Governor's Office of Children and Youth has taken the lead in focusing on strategies to address the needs of under-educated adults and their families. In addition to supporting of workplace literacy partnership programs, the Office of Children and Youth supports the coordination of community and family literacy projects.

♦ The Oahu Retired Teachers Association

The Oahu Retired Teachers Association is made up of retired educators of Oahu. The organization serves its members' needs and interests through various programs, meetings and workshops. Members are also involved in various community services projects. The organization provides volunteer tutors to the SELPH-SUCCESS project.

♦ Hawaii State Department of Education, Adult and Early Childhood Section

The mission of the Adult and Community Education Program is to provide basic remedial and continuing education opportunities to the adult population of Hawaii through a program of instructional activities of less than college level as authorized by Chapter 301, Hawaii Revised Statutes.

The broad goal of the Adult and Community Education Program is to promote the intellectual, economical and cultural development of adults towards enhancement of the quality of life for all the people of Hawaii.

The program aims to assist (1) under-educated adults overcome deficiencies in their formal grade school education; (b) non-English speaking immigrants develop adequate oral English proficiency; (c) resident aliens prepare for U.S. citizenship status; (d) workers and potential employees achieve the high school diploma or update high school learning and pre-employment skills; (e) parents and householders cope with everyday problems of subsistence, home maintenance, environmental development, childcare and family life; and (f) all interested adults develop vocational skills, aesthetic, cultural and leisure-time interests. The principal of the McKinley Community Schools for Adults has been involved with the SELPH-SUCCESS project.

♦ Hawaii State Department of Education, General Education Branch, Language Section

The Language Section, General Education Branch of the Department provides educational services to assist students whose native language is not English through the state funded Program for Students of Limited English Proficiency (SLEP) and various Title VII Bilingual Education Projects. The parents of the SLEP encouraged students to participate in project activities and to provide a supportive learning environment at home. Parents who wish to learn how to help their children or continue their own education have encouraged their children and themselves to participate in the SELPH-SUCCESS project or other Adult Literacy projects. The Educational Specialist, Bilingual Education (Title VII SEA Bilingual Coordination Project) has been involved with SELPH-SUCCESS as an advisory council member and provided technical assistance and support to the program.

♦ The Western Curriculum Coordination Center (WCCC)

The Western Curriculum Coordination Center is one of the six regional centers of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). NNCCVTE provides an orderly system to share information and curriculum materials with instructors, administrators and curriculum support personnel in vocational education, government, labor, business,

industry and agriculture.

The Western Curriculum Coordination Center (WCCC) provides leadership in curriculum coordination to the Western Region which includes American Samoa, Arizona, California, the Commonwealth of the Northern Marianas, Guam, Hawaii, Nevada, the Republic of the Marshall Islands, the Federated States of Micronesia and the Republic of Palau. The Center functions include: a. Collection and dissemination of information on available materials; b. Collection and dissemination of information on curriculum development activities; c. Curriculum needs assessment; d. Coordination of curriculum development activities; e. Provision of technical assistance; f. Dissemination of monthly lists of curriculum acquisitions and abstracts.

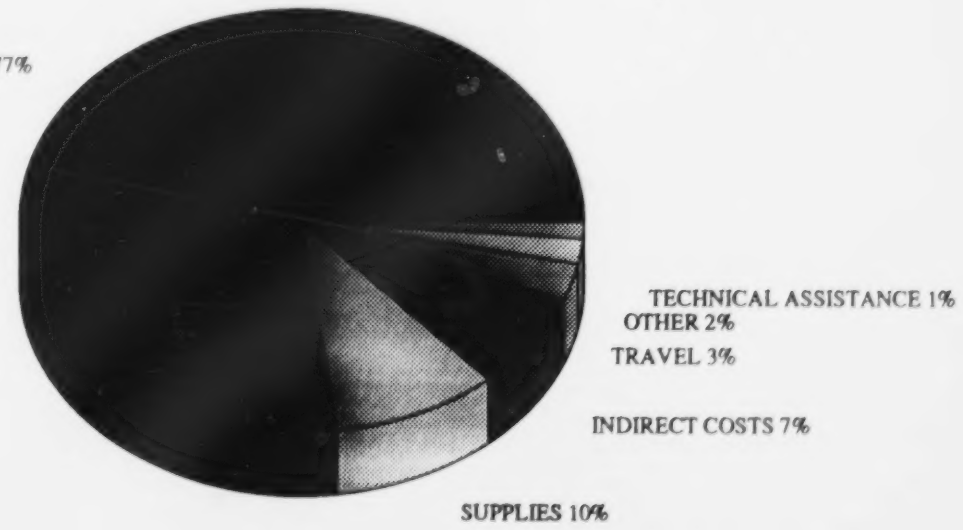
FUNDING INFORMATION

Funding for this project comes primarily from the ITT Sheraton Hotels in Hawaii-Japan and the United States Department of Education, Office of Vocational and Adult Education, as well as from the University of Hawaii-Manoa.

Federal Funding

Federal funding for the project was made through a grant under the National Workplace Literacy Program from the United States Department of Education, Office of Vocational and Adult Education from the period of October 1, 1988 to December 31, 1989. A no cost extension was granted in January 1, 1990 to extend the project until June 30, 1990. The actual instructional period was from February 1989 to April 1990.

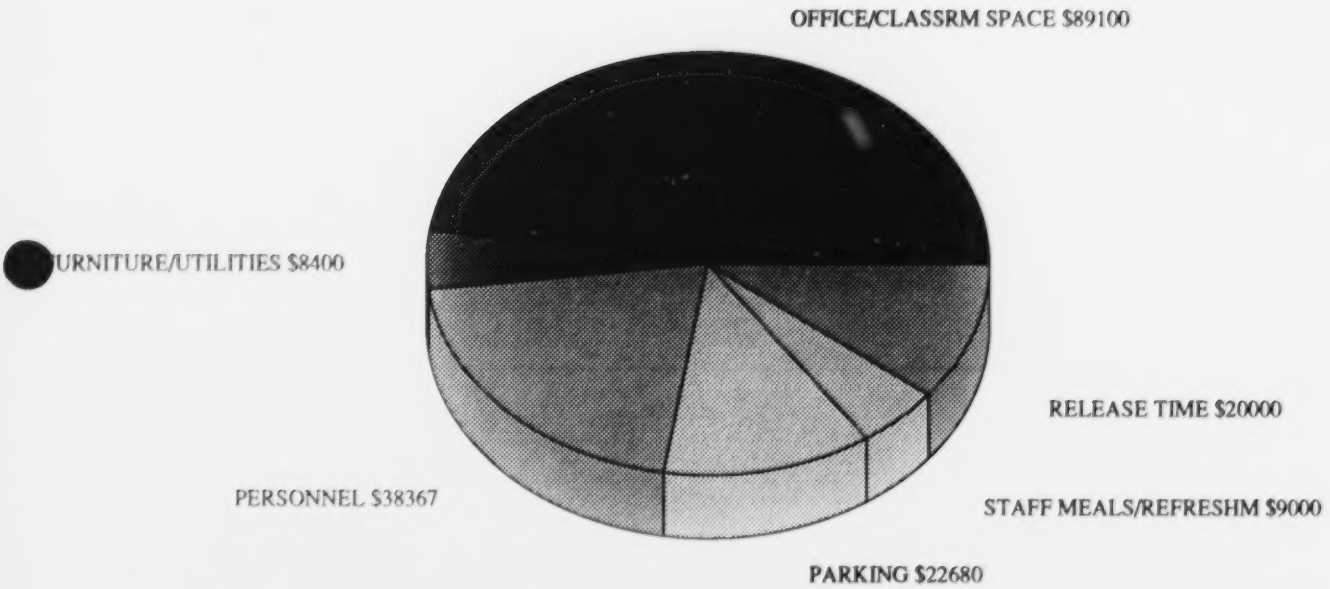
The budget as awarded is summarized below:



TOTAL FEDERAL FUNDING = $189,056

Sheraton's Contribution

The ITT Sheraton Hotels in Hawaii-Japan provided matching in-kind contribution to the project as summarized below.



TOTAL: $187,547

The University of Hawaii-Manoa also provided matching in-kind contribution in personnel, office space, equipment and furniture, and other technical support to the project.

Sheraton's Contribution

Oct 1, 1988 to June 30, 1990	Sheraton's in-kind Contribution	TOTAL
Office Space 50% of 400 sq. ft.	$600 per month x 21 months	$ 12,600
Classroom space 1 room 100% 1 room 50%	$100/room/day x 1.5 rooms x 17 months	$ 76,500
Classroom/office furniture and equipment: desks, chairs, computers, overhead projector, video camera and recorder, TV, etc.	$300 per month x 21 months	$ 6,300
Utility: electricity, telephone	$100 per month x 21 months	$ 2,100
Personnel: Project Coordinator Counterpart (30%) Computer Trainer (10%), Secretary (50%)	$1827 per month x 21 months	$ 38,367
Parking	$360 per month/per person x 21 months x 3 persons	$ 22,680
Refreshments/staff meals	$500 per month x 18 months	$ 9,000
Release time for employees		$ 20,000
	TOTAL	$187,547

PROGRAM GOALS

- To improve the job performance and promote upward and lateral opportunities for hotel workers through workplace literacy skills.
- To develop and replicate a Workplace Literacy Skills Model.
- To establish and promote a partnership between business & education.

PROGRAM DEVELOPMENT

♦ Establishing the Partnership

The expectations and potential benefits, as well as key elements involved in the program, were discussed between the partnership organizations. Commitment from ITT Sheraton's management was established and responsible leaders were identified for the project.

KEY

- A good relationship was already established between the two major organizations before the project proposal was developed and submitted.
- A preliminary needs assessment was conducted by the partners.
- A partnership agreement was developed and approved by all parties to be included in the original proposal for the project.
- An Advisory Council representative of the partnership, the potential clients and the literacy community was in place.

♦ Obtaining Funding

A Proposal was prepared and submitted in response to a Request for Proposal

from the United States Department of Education. Cash, as well as in-kind contributions, were negotiated among the partners.

KEY

- The project was conceptualized by the University staff with extensive backgrounds and long experiences in English as a Second Language, vocational technical education and the hospitality industry.
- Support services were already in place before funds were allocated allowing staff to begin the project almost immediately.

♦ Assessing Literacy Training Needs

Managers from the participating hotels were interviewed to identify the literacy training needs of the employees. Sheraton training programs, departmental training profiles, as well as other hotel publications were examined to determine job-related literacy skills requirements. An Employee Interest Survey was developed and administered to determine the literacy needs and to recruit potential participants. Assessment results were summarized and were subsequently used in the planning of the program.

KEY

- Timely administration of the Needs Assessment provided excellent guidance for program planning and implementation.
- Cooperation from hotel mid-management also facilitated the needs assessment process.

♦ Recruiting and Training Key Staff

The University Project Coordinator and clerical staff were the first to be recruited to work during the pre-implementation phase of the project. The key instructor and tutors were subsequently recruited and trained before instruction began. More instructors and tutors were hired as the program expanded.

KEY

- The project began with a small number of core staff. The number of personnel (instructors and tutors) expanded as the number of participants increased.
- Training was provided to project staff and new staff on a continual basis.

- Most project staff were bilingual and trained in multi-cultural education.
- Key project staff remained on the project throughout the project period.
- The selection process, though slow, was very thorough in the review of candidates' qualification.

♦ Recruiting and Training of Volunteer Tutors

Volunteer tutors were recruited on an ongoing basis from the following sources:

- The four (4) participating Sheraton Hotels.
- Volunteer organizations such as the American Association for Retired Persons and The Oahu Retired Teachers Association.
- The University of Hawaii-Manoa.

Tutor training workshops on various topics were provided to volunteer tutors before they started tutoring, as well as on a regular basis.

KEY

- Some volunteer tutors were experienced retired teachers.
- Volunteer tutors from the hotels shared common backgrounds with participants and were able to relate job-specific materials with workplace literacy training.
- The hotel provided validated parking and complimentary meals to volunteer tutors when they came for tutorials.
- Volunteer tutors were carefully matched with participants to encourage the establishment of good tutor-participant relationships.
- A Tutor Training Manual was developed by project staff for training new tutors.

♦ Setting up the Training Site

A training site was established in the hotel's Human Resources Center which was readily accessible by program participants. A training classroom equipped with

tables, chairs, computers, VCRs, cassette tape recorders, book shelves and pantry areas were turned into a learning center for individual tutorials. It opened from 8:00 a.m. to 6:00 p.m. daily except Sunday and was manned by project staff at all times. Additional classrooms were also available for group instruction. An office adjacent to the training classroom was provided for project staff. Private phone lines for the office and the training room were also provided by the hotel. The hotel's computer learning lab and training facility at individual participating hotels were also available to the project.

KEY

- A modern and well-equipped training facility which was already established and operational by ITT Sheraton Hotels was made available for project use.
- The site was within walking distance from all participating hotels.
- The site was located in a section of the hotel that was away from main traffic and the employees' immediate working environment, allowing the employees to come to the program with privacy and freedom.
- Public transportation to and from the training site was convenient and very reasonable.
- A fully supplied and equipped pantry area was made available within the training facility.
- A fully equipped computer lab was made available for computer-assisted instruction.
- Parking was free for volunteer tutors and key project staff. Overtime parking validation was provided for employees who attended the program before and after work.

♦ Acquiring Training Materials

Materials from Sheraton's various training programs, publications about the hotels, written materials from various hotel departments such as forms, menus, safety handbooks, signs and posters, were collected and reviewed.

In addition, published materials on adult basic education were carefully examined and selected. Vocational curriculum, e.g. food service, housekeeping, groundskeeping and materials on adult literacy were also available from the Western Curriculum Coordination Center (WCCC) located at the University of Hawaii-Manoa. After the selection and acquisition of materials, a learning resource

library was established at the training site.

- Project staff were familiar with adult literacy resources.
- The WCCC provided a wide variety of hotel-related curriculum materials.
- Resources and materials on adult literacy and tutor training were also available at the WCCC.
- The ITT Sheraton Hotels in Hawaii-Japan Human Resources Library with a collection of video tapes and training program materials was made available to project staff.

MARKETING STRATEGIES

Initially, the program was briefly introduced to employees when the Employee Interest Survey was conducted. At the onset of the program, posters and flyers in various languages were distributed to the participating hotels. The program was also introduced to employees in small groups by project staff during regular employee meetings and training sessions. An official Program Kick-off luncheon for all employees was sponsored by the hotel and was held in the hotel's grand ballroom in March of 1989. Ongoing recruitment was mainly through new employee orientations, manager's referral, and word of mouth. Managers were also requested to schedule classes during working hours to help increase participation from employees who could not attend the program after work.

KEY

- Commitment from top management was obtained from the very beginning of the program.
- The program was presented to department managers as a highly-valued in-house training program, to gain further support from department managers.
- A close working relationship was developed with individual department managers.
- The program was presented to employees as a self-development opportunity supported strongly by management.
- Putdowns and insensitive languages were avoided.
- Appealing flyers and brochures in different languages were used.
- Besides marketing though brochure and posters, the program was explained verbally to employees in small groups by project staff.

THE PROGRAM MODEL

SPECIAL PROGRAM FEATURES

The project model offered special features to meet the needs of the multi-ethnic work force of the Sheraton Hotels.

- **Individualized programs of instruction** - to meet the individual learning needs of participants
- **Practical and job-related materials** - to make learning relevant and interesting
- **In-house training location** - to reduce time and trouble in transportation
- **In-house instructor and tutors** - to accommodate participants at all times
- **Flexible scheduling** - to allow participants to attend the program at their most convenient times
- **Open entry/open exit** - to enable participants to join and exit the program at their own wish
- **Confidentiality** - to encourage more participants to enroll in the program by maintaining strict confidentiality if requested

INSTRUCTIONAL APPROACHES

♦Individualized Tutorials

- Some employees attend individualized programs of instruction based on their interests and needs. Usually they come for tutorials on their own time, and may spend months in the program working on different modules. They are allowed to set their own learning goals and learn at their own pace.

♦Group Instruction

- Some employees attend short-term training classes focused on job-related literacy skills that would help them perform their jobs better, such as oral communication skills training. Usually classes are set up per request of managers who send their employees to classes during working hours. Sometimes classes of general interest, such as speech improvement, are also set up per request of employees.

♦Computer-assisted Instruction (CAI)

- Some employees make use of computer-assisted instruction to supplement their individualized tutorials. Software on reading, writing, spelling, math, GED preparation and phonics was available to employess for independent studies with supervision from project tutors. CAI has generated great interest from among the employees.

INSTRUCTIONAL MODULES

♦English as a Second Language (ESL)

- The ESL module is designed for employees whose native language is not English and whose proficiency in the English language is limited. This module aims at increasing the employees' English proficiency as related to their jobs and everyday life. Instruction focuses on oral communication skills, reading skills, cross cultural understanding, and vocabulary development.

♦Basic Skills in reading, writing and math

- The Basic Skills module for native English speakers is designed to improve employees' literacy skills beyond marginal level so they may function more competently on their jobs. Focus is placed on job-related reading and writing tasks and problem solving skills. This module also offers advanced skills training to prepare employees for advancement. Topics such as business writing, technical reading, and report writing are some examples.

♦General Educational Development (GED)

- The GED module is designed for employees who have not graduated from high school and who want to obtain a High School Diploma through taking the GED examination. Employees prepare for the exam with assistance and guidance from project tutors. They are expected to spend a reasonable amount of time to study for this examination.

INSTRUCTIONAL MATERIALS

♦ Job-Specific Materials

- Relevant, practical materials related to the employee's job are used. These include job-related vocabularies and situations, Sheraton training materials, posters and signs, forms and reports, safety handbooks etc. These materials are acquired from the Sheraton, as well as from the Western Curriculum Coordination Center at the University of Hawaii-Manoa. A host of published adult literacy materials are also carefully selected for the project.

♦ Curriculum Development

- A special job-specific Literacy Skills Curriculum has been designed to address the needs of hotel industry employees. This competency-based curriculum identifies the literacy functions required by employees on their job and suggests resources and activities to teach these literacy functions. The curriculum is divided into different general modules, such as Customer Relations, Safety and Security, as well as department-specific modules, such as Housekeeping, Stewards, Kitchen, Food and Beverage and Laundry.

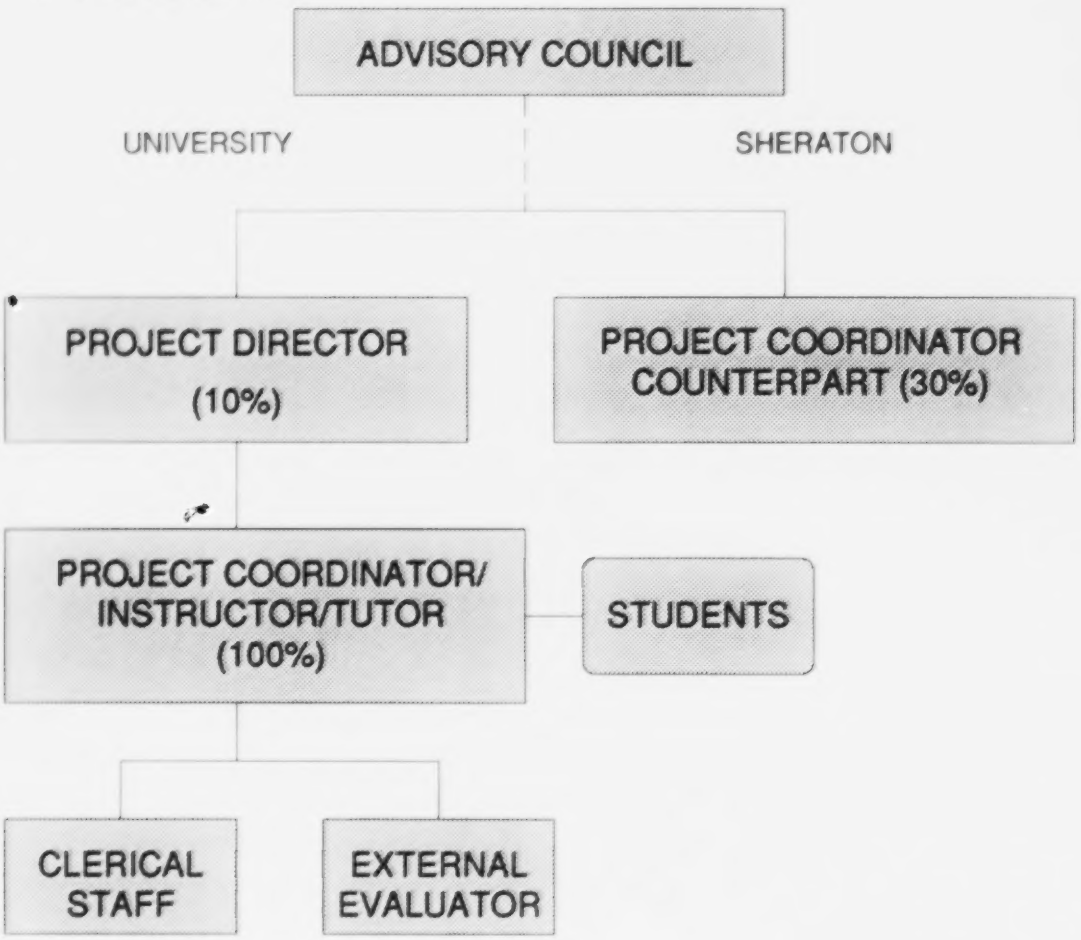
  From the curriculum, project staff design individualized programs of instruction for tutorials, as well as course outlines for classes.

PROJECT PERSONNEL

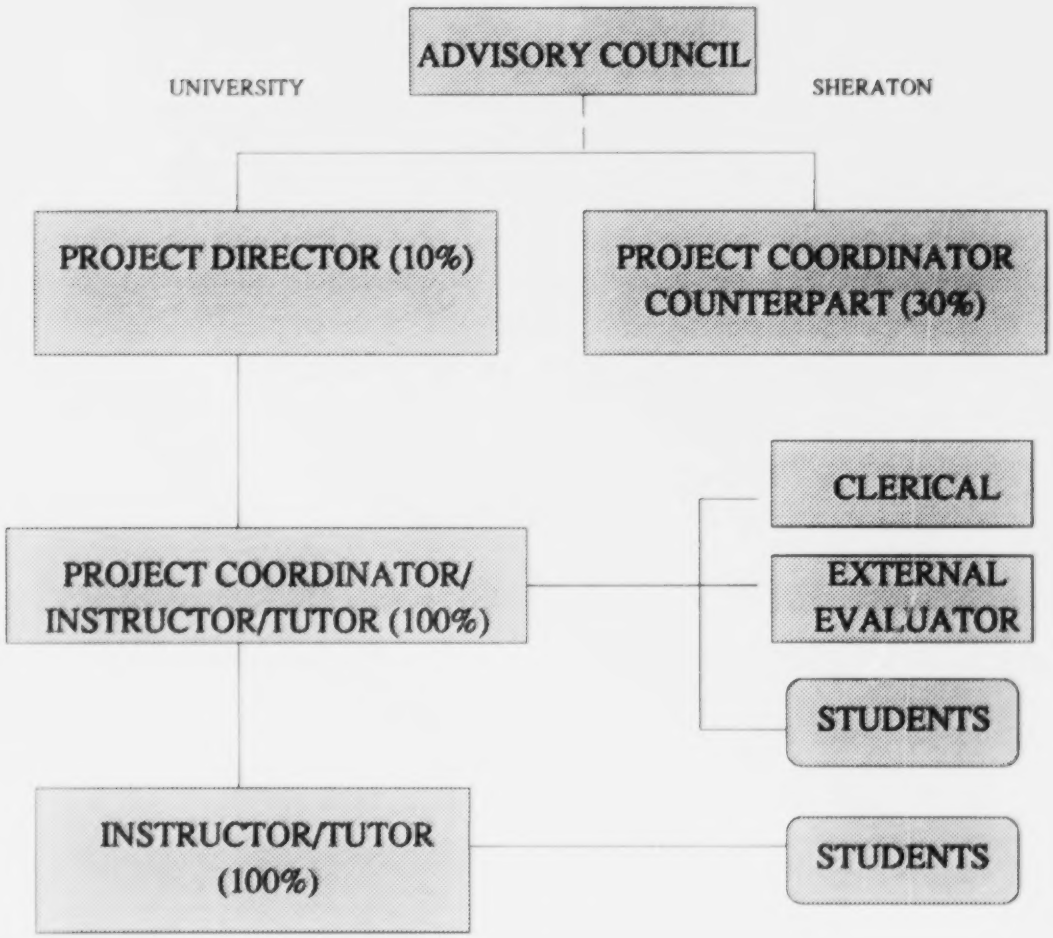
♦ ORGANIZATIONAL CHART

The number of project staff increases as the project expands. Initially, the project coordinator also acts as the instructor and tutor. As the number of participants increases, an instructor is hired who also acts as a tutor. Eventually more tutors are recruited.

PHASE I

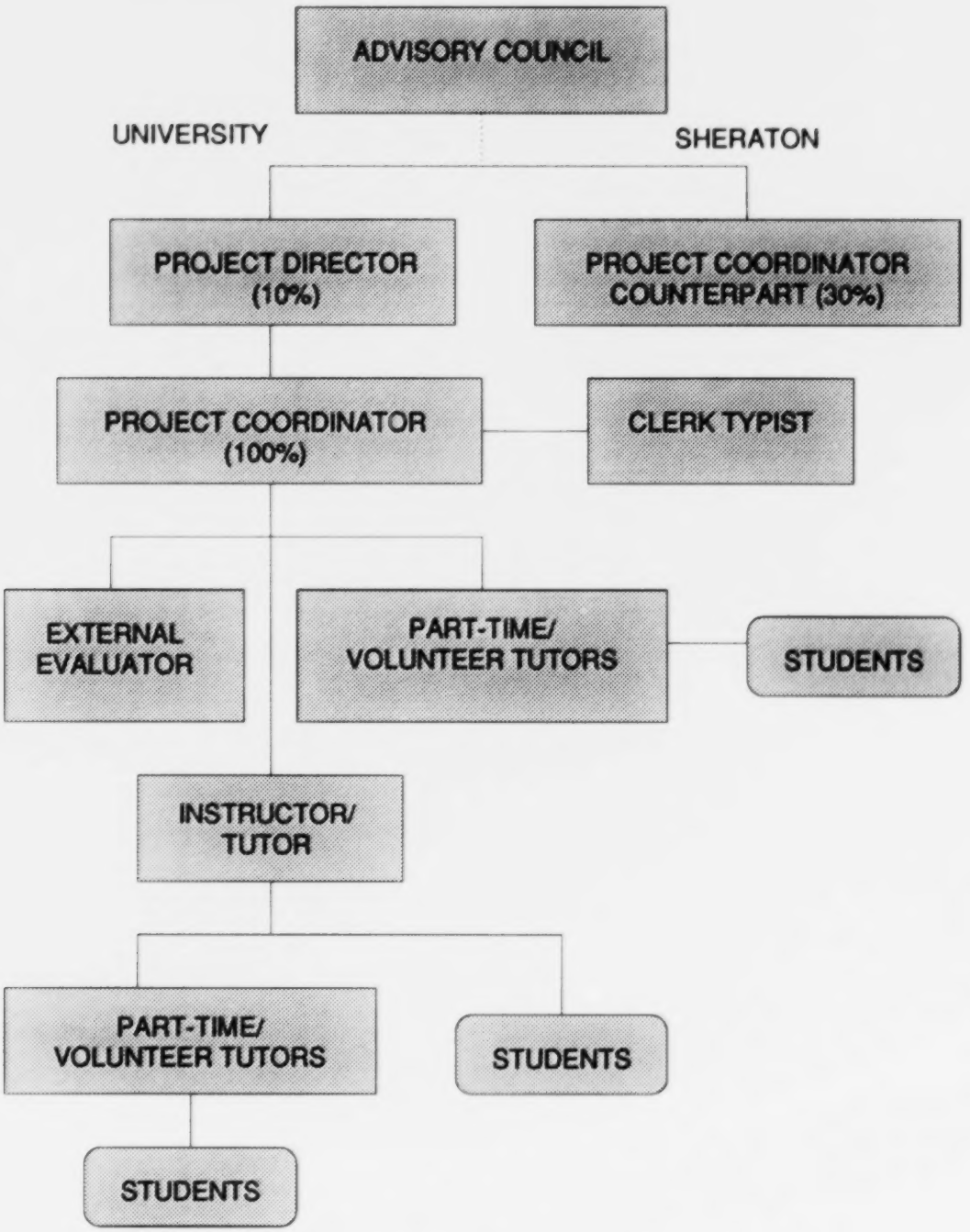


PHASE II


ADVISORY COUNCIL
UNIVERSITY
SHERATON
PROJECT DIRECTOR (10%)
PROJECT COORDINATOR COUNTERPART (30%)
CLERICAL
PROJECT COORDINATOR/ INSTRUCTOR/TUTOR (100%)
EXTERNAL EVALUATOR
STUDENTS
INSTRUCTOR/TUTOR (100%)
STUDENTS

23

PHASE III


ADVISORY COUNCIL
UNIVERSITY
SHERATON
PROJECT DIRECTOR (10%)
PROJECT COORDINATOR COUNTERPART (30%)
PROJECT COORDINATOR (100%)
CLERK TYPIST
EXTERNAL EVALUATOR
PART-TIME/ VOLUNTEER TUTORS
STUDENTS
INSTRUCTOR/ TUTOR
PART-TIME/ VOLUNTEER TUTORS
STUDENTS
STUDENTS

ROLES OF PERSONNEL INVOLVED

♦ ADVISORY COUNCIL

The Advisory Council is made up of a group of experts selected from different fields who advise project staff on matters regarding the successful operation of the project, and provide expertise and assistance in project implementation. Meetings are held regularly at the hotel.

The following are the main roles of the Council:

- Gain support and assistance in public relations efforts
- Promote the project
- Provide feedback from the community
- Provide various resources to the project
- Provide advice and technical expertise for project implementation

The members of the Council are as follows:

Juan Ader
Food & Beverage Relief Manager, Sheraton Waikiki Hotel

John C. Brogan
Senior Vice-President and Area Manager, ITT Sheraton Hotels in Hawaii-Japan, Managing Director, Sheraton Waikiki Hotel

Richard T. Hashimoto
Senior Vice-President and Divisional Director for Personnel and Industrial Relations, Sheraton Hotels in Hawaii-Japan

E. Lynne Madden
Executive Vice-President, The Madden Corporation and Executive Chairperson, The Governor's Council for Literacy

Andy Y. Nii
Principal, Adult Education, McKinley Community School for Adults, Hawaii State Department of Education

Josephine Pablo
Educational Specialist, Bilingual Education, General Education Branch, Hawaii State Department of Education

Lynne Waihee
First Lady, State of Hawaii and
Honorary Chairperson, The Governor's Council for Literacy

Two participants of the program are also represented in the Council:

Juanita Campollo
Housekeeper, Sheraton Waikiki Hotel

Kenneth Yeung
Wait Help, Kon Tiki Restaurant, Sheraton Waikiki Hotel

KEY

- The Advisory Council is represented by top management from the Sheraton who are very committed and supportive.
- The Honorary and Executive Chairpersons of the Governor's Council for Literacy are very helpful in promoting the program.
- The Hawaii State Department of Education provides technical expertise as well as instructor resources to the project.
- Participants in the program are included on the Advisory Council to provide feedback to the Council.
- The Advisory Council meets regularly and meeting minutes are kept up-to-date.
- The ethnic backgrounds of Advisory Council members are representative of the target population.

♦ PROJECT DIRECTOR

The Project Director from the University oversees the management of the project and provides assistance to project staff as needed. The Project Director also must maintain a good working relationship with the hotel management.

KEY

- The Project Director has extensive background and experience in managing Federal grants and contracts, partnerships with government, labor, business, industry, agricultural and education and adult/vocational technical education.
- A strong administrative support staff was available on campus to the Project Director.
- The University of Hawaii-Manoa provided continuous administrative support to the Project Director throughout the project period.

♦ PROJECT COORDINATOR

The Project Coordinator is responsible for the management, administration and implementation of the project. Some of the duties include gaining commitment and support from hotel managers, recruiting employees into the program, setting up training classes, evaluating project outcomes, providing feedback to management, maintaining the volunteer tutor network, recruiting, training and supervision of project staff, maintaining training records, producing various reports, acting as liaison between project administration and hotel, promoting the program, gaining support from local community organizations, etc.

KEY

- The Project Coordinator gets along well with hotel management and develops good rapport with participants.
- The Project Coordinator has background and experience in vocational education and the hospitality industry.

♦ PROJECT COORDINATOR COUNTERPART - SHERATON

The Project Coordinator Counterpart assists the Project Coordinator by gaining support and commitment from Sheraton management and acting as the liaison between Sheraton and the project.

KEY

- The Project Coordinator Counterpart has extensive background in human resources development.
- As the Regional Manager for Human Resources for the ITT Sheraton Hotels in Hawaii-Japan, the Project Coordinator Counterpart is in a leading position to facilitate the project implementation and to gain commitment from all levels of the organization.

♦ INSTRUCTORS

The instructors are responsible for providing instruction to program participants. The full-time instructor's duties include assessing learning needs, selecting materials, designing individualized programs of instruction, setting up course outlines, scheduling tutorials and classes, evaluating participants' progress, providing follow up, supervising tutors, etc.

Besides a full time instructor, the project also recruits volunteer instructors to teach specific classes. Volunteer tutors are recruited from the volunteer organizations, the University, the hotel as well as the McKinley Community School for Adults.

KEY

- A full-time in-house instructor is available to participants.
- Volunteer instructors with expertise in various subject areas such as groundskeeping, ESL and adult education further enhance the program.

♦ TUTORS

The tutors are responsible for providing individual tutorial services to program participants. Volunteer tutors are recruited from the hotel as well as from various community organizations such as the Oahu Retired Teachers Association and the American Association for Retired Persons. In addition to volunteer tutors, the project also recruits part-time tutors from the University to cover the learning center at hours when volunteer tutors are not available.

KEY

- Support services such as parking and free meals are provided to volunteer tutors.
- Training and orientation to the program are provided for all tutors.

♦ EXTERNAL EVALUATOR

The external evaluator is responsible for evaluating the project on a continual basis, and assisting in the development of the evaluation plan and various evaluation instruments.

KEY

- The external evaluator works closely with project staff on a continual basis and is very familiar with the project's operation.
- The external evaluator also provides good advice and assistance in measuring project outcomes in an objective manner.

♦ SHERATON MANAGEMENT

The roles of top management include gaining support and commitment to the project throughout the organization, providing resources such as training facility and personnel, offering supporting services to employees who attend the program, marketing and publicity of the project, and promoting business/education partnership.

The roles of the department managers include providing support and encouragement to employees in the program, promoting the program to employees, assisting in the scheduling of classes during working hours, providing feedback to project staff, assisting in the follow-up of employees, and recruiting volunteer tutors.

KEY

- Top management are very supportive of the program. Top executives are represented on the Advisory Council.
- Training Directors of participating hotels play an important role in communicating the program to department managers, and in recruiting new participants.
- Department managers are cooperative and supportive of the program. They offer assistance such as recruitment and follow-up, and the scheduling of employees into the program.

RESULTS

PARTICIPANTS' PROFILE

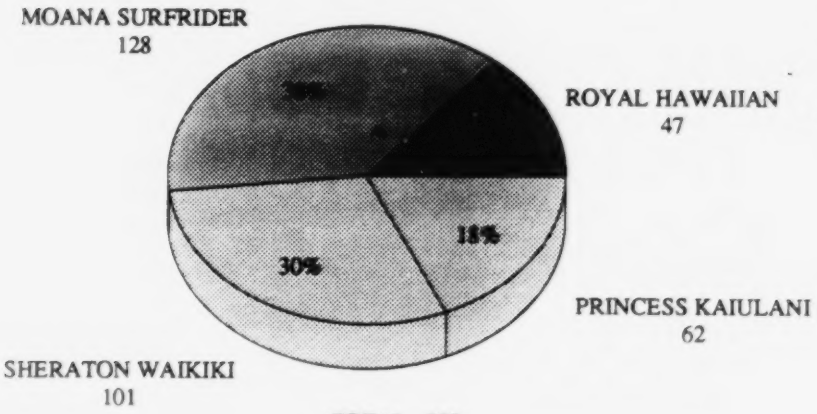
The program is offered to the employees of participating hotels free of charge. A total of three hundred and thirty eight (338) employees participated in the program. A majority of the participants come from entry level positions of the organization, such as Housekeeping, Steward, Kitchen, and Laundry. Most of them are non-native English speakers from Asian countries, such as the Philippines, the People's Republic of China, Hong Kong, Korea and Vietnam. Although their English language proficiency may be limited, many of them are well-educated in their own countries. The participants come from all age groups with different lengths of employment with the company. This suggests that the demand for the program not only comes from younger and newly-hired employees, but also from the old-timers.

Though many participants are highly motivated to learn, there are several barriers to learning that the program must overcome. Due to the nature of the hotel industry, most employees work on an "on-call" status with very irregular schedules. Also, many employees are unable to attend the program because of family obligations or second jobs. Although they would like to attend the program, very often they cannot make themselves available.

Solution:

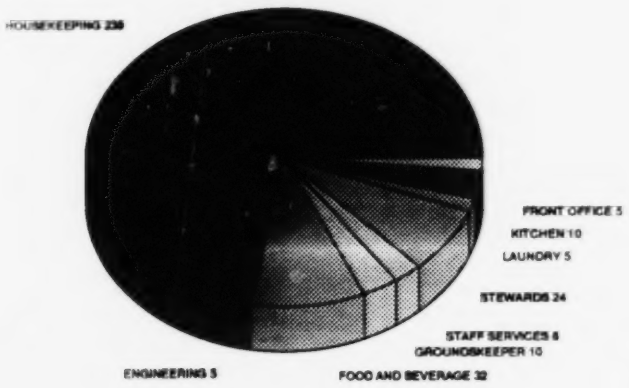
- The project has convinced managers to allow employees to attend classes during working hours. Also flexible individual training schedules allow employees to attend at their most convenient time. The open entry/open exit policy also allows employees to join the program at anytime they wish. The Learning Center opens daily to accommodate "drop-in" students.

PARTICIPANTS BY HOTELS (FEBRUARY 89 - APRIL 90)



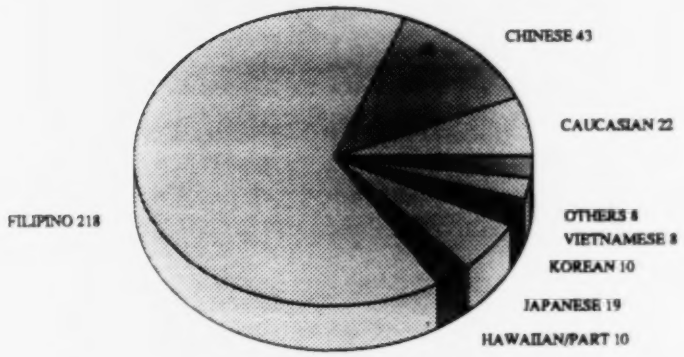
TOTAL: 338

PARTICIPANTS BY DEPARTMENT (FEBRUARY 89 - APRIL 90)



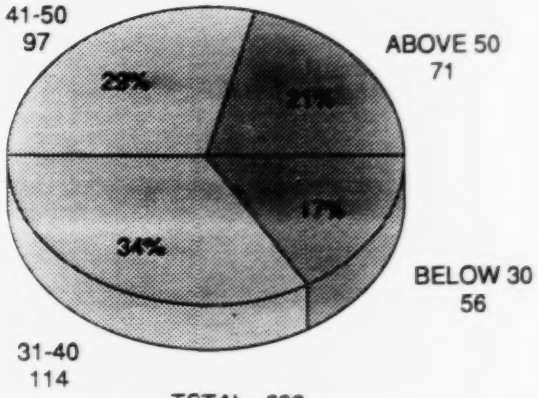
TOTAL: 338

SUCCESS PARTICIPANTS BY ETHNICITY (FEBRUARY 89 - APRIL 90)



TOTAL: 338

PARTICIPANTS BY AGE GROUP (FEBRUARY 89 - APRIL 90)



TOTAL: 338

PROJECT OUTCOMES

IMPROVEMENT IN ATTITUDE AND JOB PERFORMANCE

A very significant achievement of program participants is the gain in self-confidence and self-esteem. Feedback from supervisors and managers indicates the following: (based on a sampling of 61 participating employees, June 1990)

Job Performance	Result
Work attitude	71% improvement
Attendance	64% improvement
Confidence about speaking up at work	69% improvement
Confidence on overall job performance	64% improvement
Work relations with co-workers	62% improvement
Safety practices	49% improvement
Work efficiency	56% improvement
Application of Sheraton Guest Satisfaction Principles	62% improvement
Job productivity	59% improvement
Quality of work	61% improvement
Loyalty	54% improvement

INCREASE IN ADVANCEMENT OPPORTUNITIES

The program has provided opportunities for employees to move upwardly and laterally. Feedback from supervisors and managers based on a sampling of 61 participating employees indicates that 69% of surveyed employees are more promotable as a result of the program. To date, six (6) employees have been promoted within the company. In addition, four (4) have enrolled in community colleges, and two (2) have received their high school diplomas (GED).

IMPROVEMENT IN LITERACY SKILLS

According to feedback from supervisors and managers improvement has been observed in the following areas: (based on a sampling of 61 participating employees)

Job-related writing skills	16% improvement
Job-related reading skills	16% improvement
Job-related speaking skills	56% improvement
Job-related listening skills	53% improvement

KEYS TO SUCCESS

- Initial funding support
- Commitment and support from top management of business partner
- Technical expertise from educational partners
- Program publicity and exposure
- Advisory Council
- Volunteer tutor network
- Student-directed learning
- Job-related materials and relevant training
- In-house accessible location
- Computer-assisted instruction
- Supporting services for employees to attend the Program

SKILLS ENHANCEMENT LITERACY PROJECT OF HAWAII

FINAL PERFORMANCE REPORT

SEPTEMBER, 1990

UNIVERSITY OF HAWAII-MANOA, COLLEGE OF EDUCATION
CURRICULUM AND INSTRUCTION DEPARTMENT

CONTENTS PAGE

I. Compare actual accomplishments to the objectives contained in the approved application 1-4

II. Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage 4-5

III. For projects involving direct services to individuals, identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities 5-13

IV. Report on any dissemination activities 14-15

V. Report on any evaluation activities 15-16

VI. Report on any changes in key personnel 16

Attachment

External Evaluation Report

I. **Compare actual accomplishments to the objectives contained in the approved application.**

OBJECTIVE ONE

To teach, upgrade and improve the on-the-job literacy skills needed by the Sheraton Waikiki Hotel employees

ACCOMPLISHMENT

Based on the needs assessment of job-related language requirements from both management and employees, the SELPH project developed a diversified program to meet the job-related literacy needs of the hotel employees. The English as a Second Language module focused on job-related oral communication skills (speaking and listening skills) improvement for non-native English speaking employees. Classes such as communication strategies for guest satisfaction , speech improvement, ESL for housekeepers, ESL for stewards were examples. Individual tutorials were also offered to employees with limited English proficiency as part of the ESL module. Again, the focus was on listening and speaking skills improvement and communication on the job. The Basic Skills module focused on job-related reading, writing and math skills improvement for employees. Classes such as report writing, chemical label reading and technical reading were some examples. Individual tutorials were available to meet the individual learning needs of the employees. The GED module prepared employees for the GED examination.

The program was offered to all employees free of charge. It followed an open entry/open exit policy. As of April 30, 1990, the project had served a total of three hundred and thirty eight (338) employees through various classes and individual tutorials. Evaluation results suggested that participants of the project had made improvement in their job-related literacy skills in listening, speaking, reading and writing. Instructors' records indicated that upon completion of the modules, the majority of the participants were able to understand the topics and materials covered in the modules and to apply these on-the-job literacy skills on their jobs.

The employees themselves felt that the classes and/or tutorials had improved their on-the-job literacy skills. As a result of attending the program, they enjoyed better relationships with guests and co-workers, and performed their jobs with more confidence. Managers also indicated in the evaluation questionnaires that most of their employees were using better communication skills, many were promoted and some moved laterally to new positions after participating in the project.

OBJECTIVE TWO

To produce a Workplace Literacy Skills Model in the visitor industry which is responsive to the needs and characteristics of the work force to be served.

ACCOMPLISHMENT

The design of the SELPH project was based on comprehensive literature review, and in-depth analysis of the diversified needs of the hotel industry, especially, the unique characteristics of the hotel work force. Factors under consideration included the service oriented nature of the industry, the shortage of skilled workers, the irregular work schedules, second jobs, and the multi-ethnic and diversified backgrounds of employees, etc.

The project was designed to meet the needs of employees with different interests and backgrounds. The individualized tutorials allowed for greater flexibility in scheduling to accommodate those employees with irregular work schedules. Also it allowed employees to learn at their own pace according to their levels and interests. The program also included a variety of job-specific literacy classes to meet the needs of employees from different departments. Course outlines specifying the objectives, literacy functions, suggested activities, material resources, time schedule and evaluation methods were developed for each class. To accommodate employees with second jobs, most classes were held during working hours. The in-house training location and open entry/open exit system allowed employees to attend the program at their convenience. To maximize the service provided by the project, the learning center was open from 8:00 a.m. to 6:00 p.m. from Monday to Saturday. The job-specific literacy skills curriculum and job-related training materials made learning relevant and practical.

OBJECTIVE THREE

To produce an innovative Workplace Literacy Skills Model that is tailored to the multi-ethnic characteristics of Hawaii and the workplace of the organization.

ACCOMPLISHMENT

Participants of the project were of more than ten different ethnic backgrounds such as Filipino, Chinese, Korean and Japanese. Many of them were immigrants with limited English proficiency. The program met the needs of this group by offering

the ESL module with a focus on oral communication skills and communication across cultures. Posters and flyers in various languages were used in the recruitment of participants from various ethnic backgrounds. Special efforts were made to recruit staff members of similar cultural background as of the participants. Initial orientation for new staff and regular staff training sessions always emphasized the importance of cultural sensitivity.

One of the criteria for selecting members of the Advisory Council was their ethnic backgrounds to ensure that major ethnic groups were represented and their opinions were heard.

Instructors and tutors paid special attention to the selection of teaching materials to avoid culturally sensitive issues and biases. On the other hand, instructors and tutors introduced American culture in their instruction to help immigrant employees adjust themselves to their new home.

OBJECTIVE FOUR

To produce, at the end of the fifteen months' implementation, a "SELPH Project Report" containing the information needed to replicate the model.

ACCOMPLISHMENT

A SELPH Project Model was developed at the end of the project. It contained pertinent information and guidelines for other business and industries to follow in setting up similar workplace literacy projects. This model was disseminated through the United States Department of Education, the six Curriculum Center Networks and the ERIC Clearinghouse on Adult, Career and Vocational Education. It was also disseminated to local businesses and industries, and to other Sheraton Hotels in the nation through the ITT Sheraton Hotels Hawaii-Japan. A copy of the model was attached with this report.

OBJECTIVE FIVE

To promote a workplace literacy partnership in Hawaii between the business industry and educational organizations to fill the literacy needs of Hawaii's work force.

ACCOMPLISHMENT

The University of Hawaii-Manoa, College of Education and the ITT Sheraton Hotels in Hawaii-Japan had collaborated together to accomplish the goals of the project. The University of Hawaii-Manoa, College of Education provided technical expertise and was responsible for the management and daily operation of the project, as well as the development of the project model and curriculum. The ITT Sheraton Hotels provided support in every phase of the project including: participant recruitment, volunteer-tutor recruitment, financial support and a public relations program. All the in-kind contributions specified in the proposal were materialized. The partnership was proven to be a successful one. Sheraton's desire to continue the project and its commitment to expand the project to include other Sheraton Hotels in Hawaii-Japan led to the submission of a second proposal to the United States Department of Education in late 1989. When the new grant was approved in April of 1990, the partnership project expanded to include three more Sheraton Hotels in Hawaii-Japan.

II. **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those case where established objectives were not met. Include any corrective measures taken to correct slippage**

The project began its instructional cycle in February of 1989. The slow start allowed the project to conduct a thorough search for the proper candidates for its key staff. It also allowed the project to conduct a detailed needs assessment with all participating hotels. Initially the progress was slow because the businesses and educational partners did not always share the same points of views on training and the scheduling of activities, such as the Program Kick-off and Advisory Council meetings. The conflicts in priorities often resulted in delay. To prevent further delays, the Advisory Council was actively involved in the planning process, and top management was always kept informed and involved in the decision-making process.

The program was extended beyond the original ending date for six (6) more months. This extension allowed the project to further develop a job-specific literacy skills curriculum for the hospitality industry, as well as to provide service to more participants. The job-specific literacy skills curriculum had been revised several times since its initial draft was developed. It was field tested and modified by project staff on an ongoing basis.

A total of three hundred and thirty eight (338) employees (80% of the target goal) were served by the project. The project was interrupted by a three (3) week hotel strike. Although a temporary training site was established at a nearby church during the strike to continue the tutorial service, attendance and enrollment during and right after the strike was greatly affected. At the end of the strike, other priorities had to be dealt with first by the managers before the interests for the project was regenerated.

The limited amount of funds for hiring the external evaluator was a major reason in the turnover of the project's external evaluators. Fortunately, other non-project funds were secured from other sources to recruit the current external evaluator at the later part of the project.

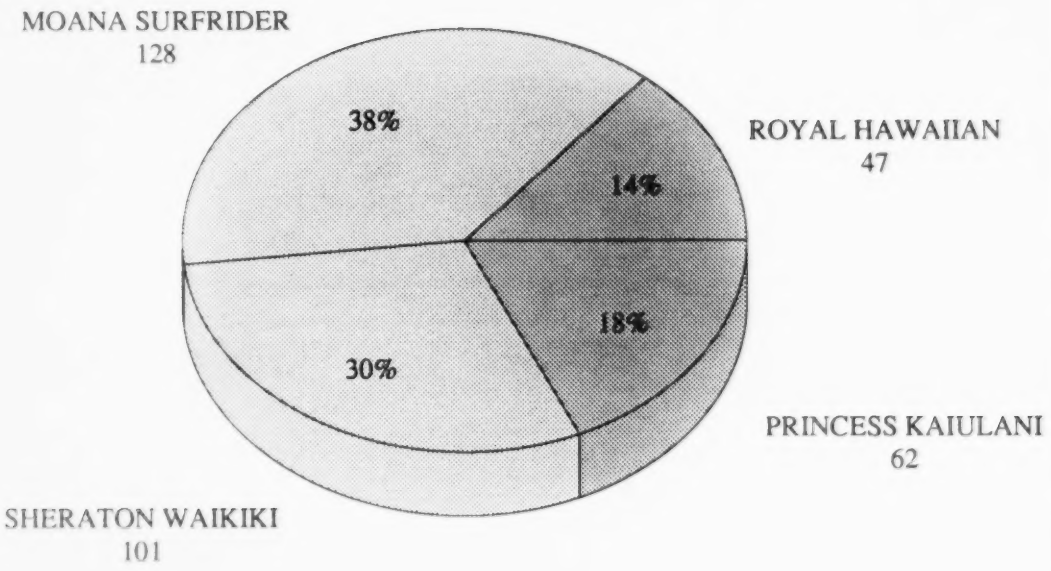
III. **For projects involving direct services to individuals, identifying the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.**

a. **Number and characteristics of project participants who completed planned project activities.**

A total of three hundred and thirty eight (338) employees from the four (4) participating hotels was served by the project. Since the project followed an open-entry/open exit policy, employees joined and left the program at different times, and their degrees of participation also varied. Some employees attended individual tutorials only. Others attended specific short term classes. The rest attended both individual tutorials and classes at different stages in the program. A majority of the participants came from entry levels positions, such as Housekeeping, Steward, Kitchen, and Laundry. Most of them were non-native English speakers from Asian countries, such as the Philippines, the People's of Republic China, Hong Kong, Korea and Vietnam. Although their English language proficiency might be limited, many of them were well-educated in their own countries. The participants came from all age groups with different lengths of employment with the company. This suggested that the demand for the program not only came from younger and newly-hired employees, but also from the old-timers.

Though many participants were highly motivated to learn, there were several barriers to participation. Due to the nature of the hotel industry, most employees worked as an "on-call" status with very irregular schedules. Also, many employees were unable to attend the program because of family obligations or second jobs. Although they would like to attend the program, very often they could not make themselves available.

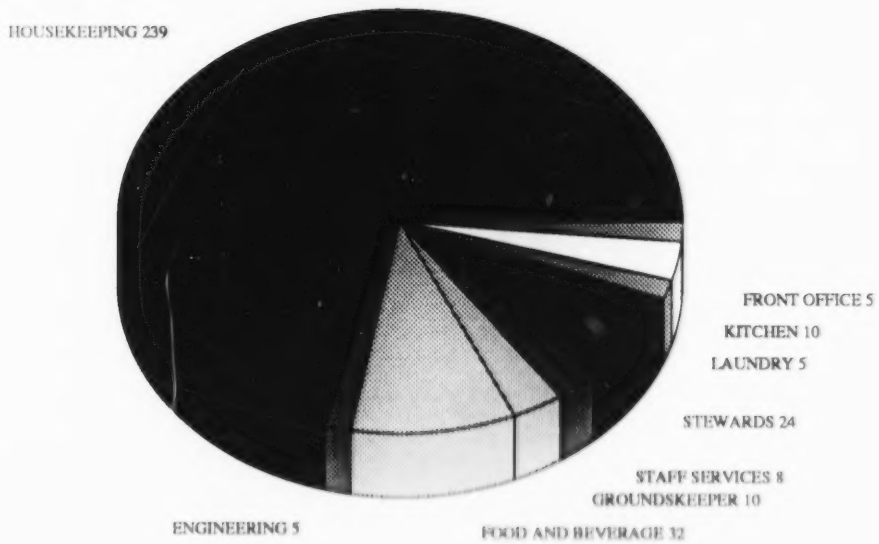
NUMBER OF PARTICIPANTS
DISTRIBUTION BY HOTELS
FEBRUARY 1989 - APRIL 1990



TOTAL: 338

CHART 1

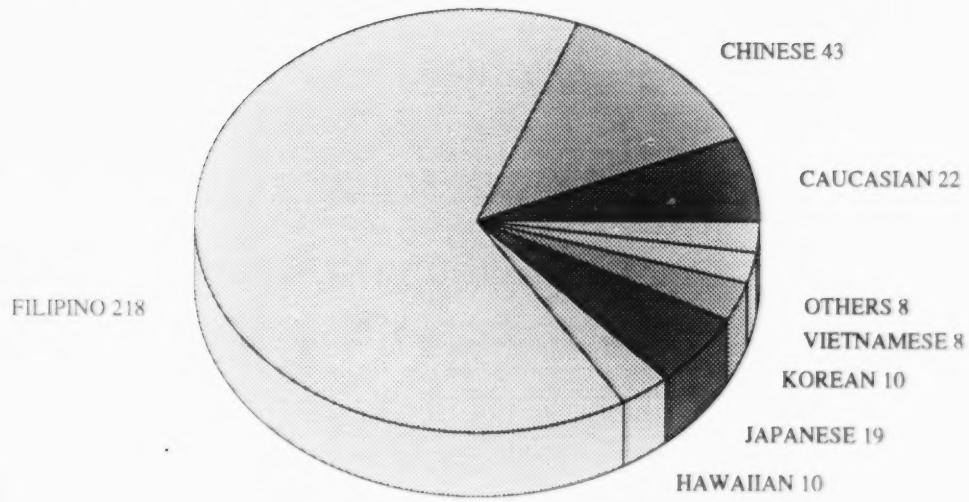
NUMBER OF PARTICIPANTS
DISTRIBUTION BY DEPARTMENT
FEBRUARY 1989 - APRIL 1990



TOTAL: 338

CHART 2

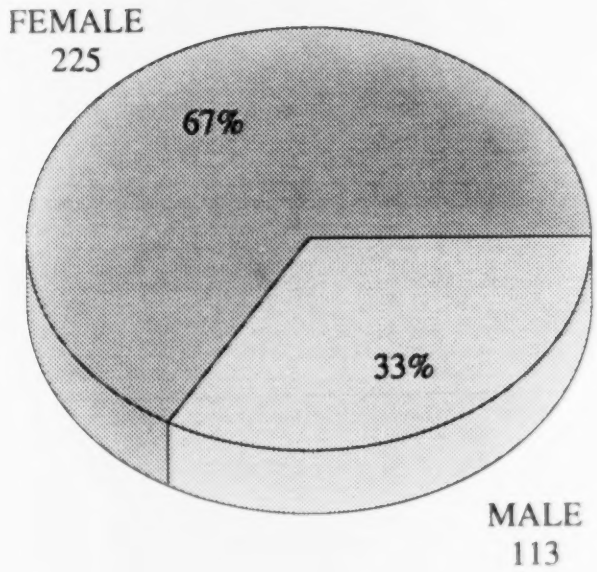
NUMBER OF PARTICIPANTS
DISTRIBUTION BY ETHNICITY
FEBRUARY 1989 - APRIL 1990



TOTAL: 338

CHART 3

NUMBER OF PARTICIPANTS
DISTRIBUTION BY SEX
FEBRUARY 1989 - APRIL 1990



TOTAL: 338

CHART 4

NUMBER OF PARTICIPANTS
DISTRIBUTION BY LANGUAGE
FEBRUARY 1989 - APRIL 1990

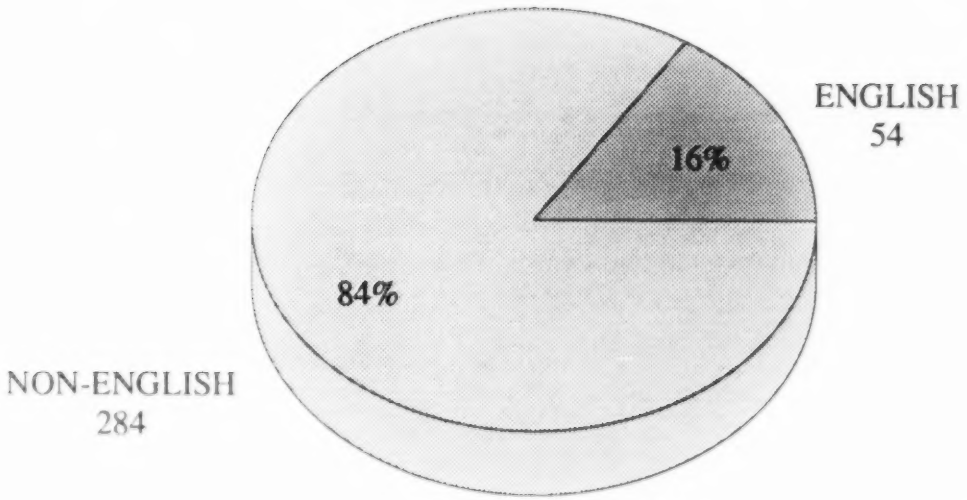
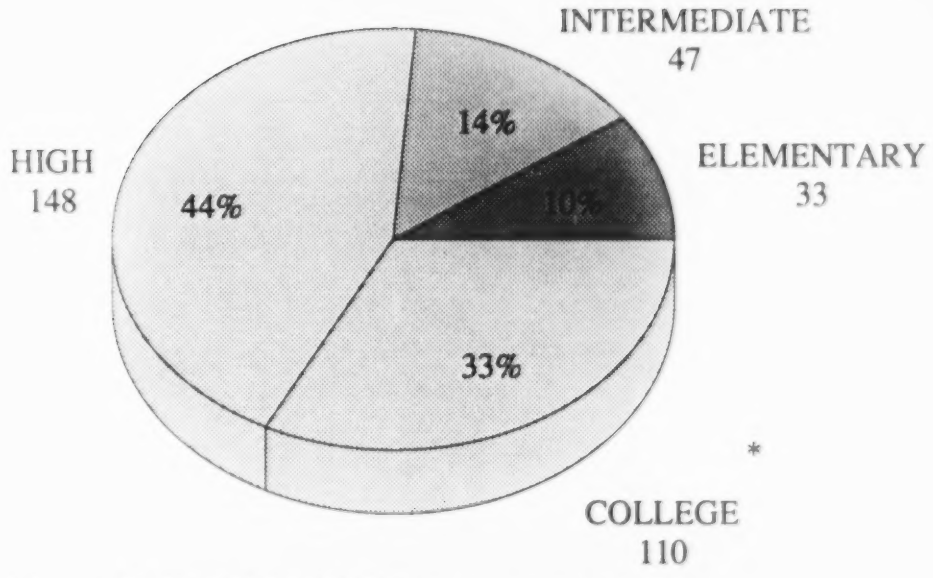


CHART 5

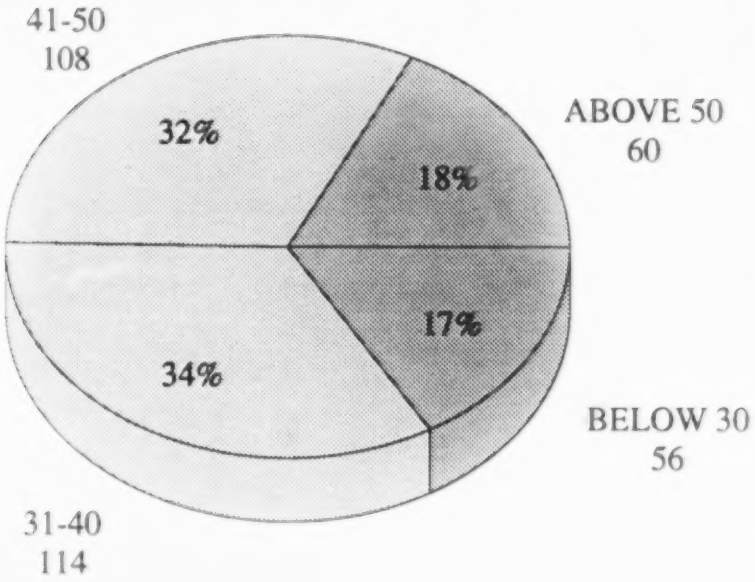
NUMBER OF PARTICIPANTS
DISTRIBUTION BY EDUCATION
FEBRUARY 1989 - APRIL 1990



* Participants in the "COLLEGE" category were mostly immigrants who had some college coursework in their own countries before they came to the United States.

CHART 6

NUMBER OF PARTICIPANTS
DISTRIBUTION BY AGE GROUP
FEBRUARY 1989 - APRIL 1990



TOTAL: 338

CHART 7

NUMBER OF PARTICIPANTS
DISTRIBUTION BY YEARS OF EMPLOYMENT
FEBRUARY 1989 - APRIL 1990

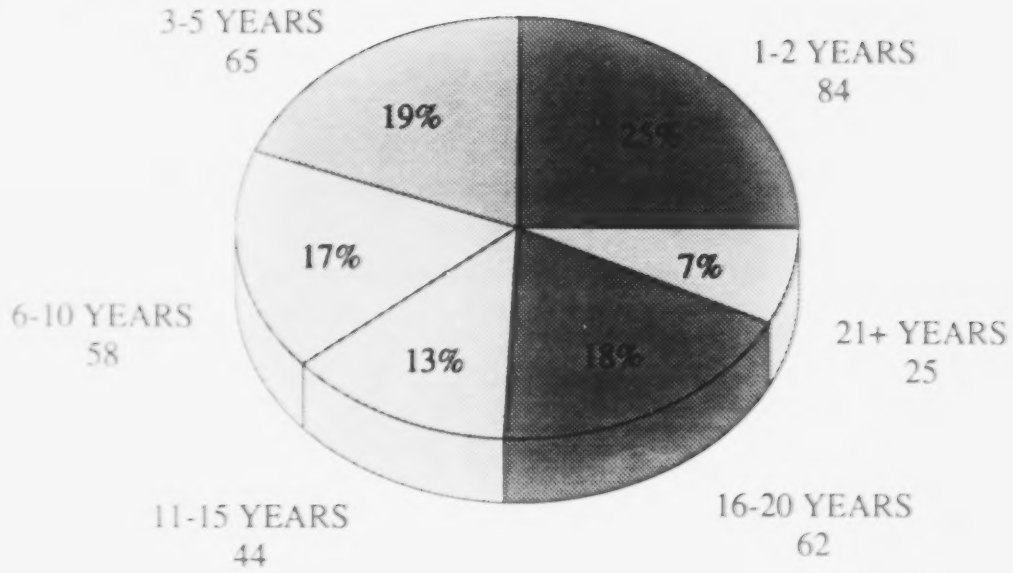


CHART 8

b. Outcomes achieved by participants

The outcomes achieved by participants were described in detail in the external evaluation report attached.

IV. Report on any dissemination activities

The following items were disseminated to the United States Department of Education, the six (6) Curriculum Coordination Center Networks, and the ERIC Clearinghouse on Adult, Career and Vocational Education:

- Project Final Performance Report
- Project Final External Evaluation Report
- SELPH Project Model
- SELPH Project Curriculum

In addition, the project information was shared with the following organizations through individual meetings with representatives of these organizations:

- Kauai Community College, Kauai, Hawaii
- Leeward Community College, Waianae, Hawaii
- Hawaii Community College, Hilo, Hawaii
- Hyatt Hotel, Honolulu, Hawaii
- Coco Palms Resort, Kauai, Hawaii
- Westin Hotel, Maui, Hawaii
- Hawaii Human Development, Lanai, Hawaii
- Maui Hui Malama, Maui, Hawaii
- Hawaii General Contractor's Association
- Hawaiian Dredging and Construction Company
- Laborers International Union of North America, Local 368 (Hawaii)
- Amfac Company, Hawaii
- Hawaiian Educational Council
- Kalihi Palama Immigration Service Center, Honolulu, Hawaii
- ILWU Local 142
- Guam Community College, Guam
- Republic of Palau Government

Presentations about the Project were held at the following meetings:

- TESOL Conference, San Francisco, March 1990
- The Governor's Council for Literacy Annual Conference, Honolulu, September 1989
- American Society for Training and Development Annual Conference, Orlando, May 1990
- National Network of Curriculum Coordination in Vocational and Technical Education, Western Curriculum Coordination Center Open House, Honolulu, February 1989 and February 1990
- The Governor's Council Literacy Technical Assistance Team Meeting, Honolulu, April, 1989

Information about the project was also published in the Sheraton newsletters and the Governor's Council for Literacy newsletters. The Project was also featured in a promotional video on literacy produced by the Public Relations Society of America, June 1990.

V. Report on any evaluation activities

The evaluation procedures for the project were designed to provide information to participants, hotel managers and project administrators. The evaluation activities and data collection procedures by project staff were as follows:

1. Recorded descriptive information (demographic data) about the participants at the time of entry to support follow-up evaluation.
2. Interviewed new participants and assess their language proficiency for appropriate placement.
3. Selected and administered the TABE, the BEST or the READ test as a pre and post-test to participants.
4. Monitored participants' progress regularly.
5. Maintained individual training records of participants.
6. Sent questionnaires to managers/supervisors for the evaluation of the program's effect on employees' job performance.
7. Collected feedback questionnaires from participants about the programs, instructors, teaching methodologies, topics covered, and materials used.
8. Analyzed data and prepared quarterly reports.
9. Met with external evaluators on a regular basis.
10. Documented events of significance in anecdotal records as the events occur.

The project contracted Zi Jin Yang as its external evaluator beginning February 1990. Prior to this appointment, two other evaluators had also been involved. The evaluators worked closely with the project coordinator and other staff in the design of various evaluation instruments and the implementation of the following evaluation activities:

1. Reviewed the program proposal, curriculum, and individual educational plans.
2. Reviewed minutes of staff meeting and Advisory Council meetings.
3. Reviewed evaluation questionnaires from managers and participants.
4. Reviewed existing data, notes, and records documented by project staff and the previous evaluators.
5. Attended staff meetings.
6. Interviewed program staffs, participants, managers and supervisors.
7. Observed both classes and tutorials.
8. Advised on problems related to evaluation.
9. Commented on the implementation of the project.
10. Revised various evaluation instruments.

This final performance report had incorporated some of the comments and suggestions provided by the external evaluators from their research work. The final evaluation report by the current external evaluator is attached with this Project Performance Report.

IV. Report on any changes in Key Personnel

There has been no change in the project's key personnel during the project period.

SKILL ENHANCEMENT LITERACY PROJECT FOR HAWAII (SELPH)

October 1988 – June 1990

FINAL EVALUATION REPORT

ZIJIN YANG

WESTERN CURRICULUM COORDINATION CENTER
UNIVERSITY OF HAWAII AT MANOA

AUGUST, 1990

TABLE OF CONTENTS

I.	Introduction		1
II.	Project Description		1
III.	Evaluation Approach		1
IV.	Project Operation and Implementation		2
	a.	Instructional Components	2
	b.	Instructional Methodology	2
	c.	Evaluation and Record Keeping Methodology	3
	d.	Staff Development	3
	e.	Curriculum Development	4
	f.	Partnership	5
V.	Program Outcomes		5
	a.	Student Profile	5
	b.	Student Achievement	11
	c.	Student Self-evaluation and Program Feedback	12
	d.	Management Evaluation	14
VI.	Findings and Recommendations		17
	a.	Findings	17
	b.	Problems and Recommendations	20

LIST OF TABLES

Table 1 - Project Staff Composite

Table 2 - Job-specific Classes

Table 3 - Non-department Specific Class

Table 4 - Student Distribution by Hotel

Table 5 - Student Distribution by Department

Table 6 - Student Distribution by Sex

Table 7 - Student Distribution by Ethnicity

Table 8 - Student Distribution by Language

Table 9 - Student Distribution by Education

Table 10 - Student Distribution by Age

Table 11 - Student Distribution by Years of Employment

Table 12 - Job-specific Classes

Table 13 - Non-department Specific Classes (voluntary training)

Table 14 - Student Grade Level Increase in Reading and Language

Table 15 - Student Self-evaluation (Oral Communication Class)

Table 16 - Student Self-evaluation (Oral Communication Class)

Table 17 - Management Evaluation of Employees (Stewards)

Table 18 - Management Evaluation of Employees

Table 19 - Management Evaluation of Employees

I. INTRODUCTION

This report describes the evaluation results of the implementation of the Skills Enhancement Literacy Project of Hawaii (SELPH), and its effectiveness in accomplishing general objectives described in the proposal. The evaluation studies various aspects associated with the implementation and effectiveness of the project, such as the appropriateness of the instructional modules, the degrees of project implementation, student profiles, achievement, self-evaluation, and management feedback. The description of project operation and outcomes are followed by evaluated findings and recommendations for future project improvement.

II. PROJECT DESCRIPTION

SELPH was a workplace literacy partnership project between the University of Hawaii-Manoa, College of Education and the ITT Sheraton Hotels in Hawaii-Japan. This demonstration project was created to provide educational services to hotel employees for the improvement of literacy skills needed in the workplace, to develop a model to deliver the proposed services in a efficient, systematic, and comprehensive manner and to produce a package containing all the information of module components and project implementation for adoption or adaptation in other businesses and industries.

The target population of this project were the employees of the four ITT Sheraton Hotels at-large with special emphasis on the entry-levels of the organization. The literacy skills in the work force at these levels were found inadequate. Their needs of improvement became complicated when taking into consideration their irregular work schedules and heavy family responsibilities. It was expected that this project would provide workplace literacy skills training to those hotel employees, and, as a result, enable them to perform their jobs more effectively and efficiently and to take advantage of opportunities for advancement.

The project was located at the Sheraton Waikiki Hotel, and was administered during the period from October 1988 to June 1990. However, actual instructional period was from February 1989 to April 1990.

III. EVALUATION APPROACH

The methodology of gathering data for evaluation used by the external evaluator consisted of the following activities:

1. Reviewed the project documents, original proposals, course outlines, training records, minutes of weekly staff meetings and bi-monthly Advisory Council meetings;

2. Studied existing data previously collected at different stages and evaluation reports by former external evaluators;

3. Observed staff meetings, classroom instruction and individualized tutorials;

4. Conducted interviews with selected members of project staff and participant.

The evaluation findings were made based on information obtained from the above activities.

IV. PROJECT OPERATION AND IMPLEMENTATION

a. Instructional Components

The project's instructional program employed three independent and inter-related modules: 1). The English as a Second Language (ESL) module was designed to improve the literacy skills of non-native English speakers with limited English proficiency. 2). The Basic Skills module was oriented towards employees interested in upgrading their basic skills in some specific areas such as reading, writing and math. 3). The GED module was designed to meet the needs of individuals who wanted to pass the high school equivalency examination.

In addition to the training programs, educational counseling had been an important part of this project. Project staff, especially tutors, gave advice in areas of instructional programs, learning strategies, career planning, personal improvement, and cross-cultural adjustment.

b. Instructional Methodology

The project employed three instructional approaches in accordance to the needs of the employees as well as the ITT Sheraton Hotels. First of all, classes were organized for most of the job-specific literacy skills training programs. Many employees recommended by the management were allowed to attend these classes on work-time. Other non-department-specific literacy classes, such as speech improvement and phonics were also offered to groups of employees based on common interests and time availability. Employees were encouraged to attend these classes during their free time.

Secondly, the individualized one-to-one tutorial was the basic approach to teach ESL and GED programs. Participants in these programs came to learn on their own time. Hotel employees with irregular work schedule, especially those who lacked the basic skills, preferred to have flexibility which would allow them to control the pace and direction of their learning. The third approach was computer-assisted learning. It was meant to be a supplementary instructional tool. The learning center of the SELPH project located in the Sheraton Waikiki Hotel was operated ten (10) hours a day, six (6) days a week. Tutors were available on a daily basis to provide support, guidance and one-to-one instruction.

c. Evaluation and Record Keeping Methodology

The evaluation procedures and record keeping methods of the SELPH project were designed to provide information to project coordinator and tutors in filling informative and summative evaluation reports. The data-collection procedures were as follows:

1. Recorded descriptive information about the participants at the time of entry to support follow-up evaluation.

2. Interviewed new participants and assessed their language proficiency for appropriate placement.

3. Monitored participants' progress regularly.

4. Administered TABE or BEST as a pre- and post-test for participants.

5. Conducted formative evaluation by sending questionnaires to management personnels, and participants as scheduled.

6. Filed monthly and quarterly project progress reports.

7. Worked closely with the external evaluator.

8. Collected anecdotal records of significant events.

9. Developed evaluation instruments for various purposes.

All demographic data, test results, and surveys were collected by project staff according to a time table scheduled in the proposal.

d. Staff Development

The project developed a core staff of one coordinator, one secretary, and one full-time instructor with excellent qualification and experiences in the hotel industry and adult/vocational education projects. During the project operation period it maintained a team of an average of five part-time tutors with diverse cultural backgrounds in the hope of serving the participants from different ethnic groups culturally and linguistically. These tutors were students of the University of Hawaii-Manoa, mostly from the School of Travel Industry Management and the College of Education. In addition, the project managed to recruit a valuable reservoir of volunteer tutors from the participating hotels and the community. They were very knowledgeable in the hotel industry and in teaching literacy skills.

All project staff and tutors attended an orientation before they began tutorials. Topics and activities included the backgrounds, structures, and objectives of the SELPH project, an overview of the teaching topics and materials, participant

profiles, and teaching methodology. Cultural issues, evaluation and record keeping requirements were presented and emphasized to all staff members at the orientation. In addition, the project staff attended monthly workshops on curriculum development, teaching strategies, evaluation, and counseling (see table 1).

Table 1
PROJECT STAFF COMPOSITE

Project Director	1(10%)
Coordinator	1(100%)
Secretary	1(100%)
Instructor/tutor	1(100%)
Tutors/participants assistants	5(part time)
Volunteer Tutors from hotel	13
Volunteer Tutors from community	11
Total	33

e. Curriculum Development

During the operation period of a year and half, the project developed a job-specific literacy skills curriculum and various workplace literacy classes. Course outlines were developed either by SELPH project staff or adapted from other sources, including hotel training manuals, audio and visual aids and computer-assisted learning packages in an attempt to be sensitive to the needs of the hotel departments and employees (see table 2 and 3).

Table 2
JOB-SPECIFIC CLASSES

Oral Communication Skills Training for Housekeepers
Chemical Labels for Safety
Report writing Class for Housekeeping Supervisors
Oral Reporting Skills for Groundskeepers
ESL for Housekeepers
ESL for Bushelps
ESL for Stewards I
ESL for Stewards II
ESL for Japanese Trainees

Table 3
NON-DEPARTMENT SPECIFIC CLASSES

Phonics I
Speech Improvement I
Oral Communication
Technical Reading
Business English

f. Partnership

The partnership of the project was harmonious regarding the project implementation. The University of Hawaii-Manoa, College of Education contributed its educational expertise to run the project with full support of the ITT Sheraton Hotels logistically and professionally. The project learning center at the Sheraton Waikiki Hotel was comfortable and well equipped, and the hotels assisted in participant recruitment, curriculum development, and public exposure of the project.

VI. PROGRAM OUTCOMES

A data-base comprised of participants' demographic information, learning achievements, self-evaluation and management evaluation was established to support research on the effectiveness of the project, and to the extend in which the objectives of the project were accomplished.

a. Student Profile

The participants of the SELPH project were the employees of the four Sheraton Hotels in Waikiki including Sheraton Waikiki, Moana Surfrider, Royal Hawaiian, and Princess Kaiulani. Most of the employees were at the entry-levels of the organization, i.e., housekeeping, steward, groundskeeping, food and beverage service, staff services, and kitchen department. Altogether three hundred and thirty eight (338) employees were enrolled in different programs at different stages during the project operational period. The male to female ratio was approximately 1 to 2 (see table 4, 5 and 6).

Table 4
STUDENT DISTRIBUTION BY HOTEL

HOTEL	NUMBER	PERCENTAGE
Moana Surfrider	128	38
Sheraton Waikiki	101	30
Princess Kaiulani	62	18
Royal Hawaiian	47	14
TOTAL	338	100%

Table 5
STUDENT DISTRIBUTION BY DEPARTMENT

DEPARTMENT	NUMBER	PERCENTAGE
Housekeeping	239	71
F&B Service	32	10
Stewards	24	7
Staff Services	8	3
Kitchen	10	3
Groundskeeper	10	3
Engineering	5	1
Front Office	5	1
Laundry	5	1
TOTAL	338	100%

Table 6
STUDENT DISTRIBUTION BY SEX

SEX	NUMBER	PERCENTAGE
Male	113	33
Female	225	67
TOTAL	338	100%

The Filipino was the largest ethnic group of the project enrollment consisting of two hundred eighteen (218) participants (64%), followed by Chinese, Caucasian, Japanese and other ethnic groups (see table 7)

Table 7
STUDENT DISTRIBUTION BY ETHNICITY

ETHNICITY	NUMBER	PERCENTAGE
Filipino	218	64
Chinese	43	13
Caucasian	22	6
Japanese	19	6
Hawaiian/part Hawaiian	10	3
Korean	10	3
Vietnamese	8	2
Hispanic	3	1
Samoan	2	1
Thai	3	1
TOTAL	338	100%

Most of the participants were non-native English speakers immigrated from the Philippines, China, Japan, Korea, Vietnam, and other countries (see table 8).

Table 8
STUDENT DISTRIBUTION BY LANGUAGE

NATIVE LANGUAGE	NUMBER	PERCENTAGE
English	54	16
Non-English	284	84
TOTAL	338	100%

Although having a low level of English language proficiency, many immigrant employees had a relatively high level of education in their own countries. The numbers in table 9 for High School and College education mostly reflected non-United States education (see table 9).

Table 9
STUDENT DISTRIBUTION BY EDUCATION

EDUCATION	NUMBER	PERCENTAGE
Elementary	33	10
Intermediate	47	14
High School	148	44
College	110	32
TOTAL	338	100%

Results indicate that the participants came from all different age groups with different years of employment. This suggested that the project was long-waited by the project target population. Not only did the newly employed employees want to improve their on-the-job literacy skills to meet the job requirements, but also those who had been working in the organization for more than 10 years felt the need to upgrade themselves for career advancement (see table 10 and 11).

Table 10
STUDENT DISTRIBUTION BY AGE

AGE	NUMBER	PERCENTAGE
20 & below	2	1
21-25	20	6
26-30	34	10
31-35	40	12
36-40	74	22
41-45	63	18
46-50	45	13
51-55	26	8
56+	34	10
TOTAL	338	100%

Table 11
STUDENT DISTRIBUTION BY YEARS OF EMPLOYMENT

YEARS	NUMBER	PERCENTAGE
1-2	84	25
3-5	65	19
6-10	58	17
11-15	44	14
16-20	62	18
21+	25	7
TOTAL	338	100%

Participants went to classes either on paid-time or voluntary-time. Paid-time meant that participants were released from work during their working hours to attend classes desired by the department managers. On the contrary, voluntary-time meant that participants attended classes of their interest on their own time. Results indicated that the majority of employees attended classes during working hours while others attended classes or individual tutorials on a voluntary basis.

Many participants worked on an uncertain schedule. This unique characteristic of the hotel industry caused the employees to be employed as an "on-call" status. Therefore, the majority of them held more than one jobs to secure a steady income. The scheduling problem was further complicated by other problems such as child care and transportation for those who lived far away from their work sites and had to rely on a public transportation system.

Those who attended less than 30% of the total instructional hours of a class were classified as '"incompleters". The major reasons for employees not attending 70% of the class instruction hours were, as stated in the previous section, uncertain work schedule, heavy work load, and family obligations.

The drop out rate for employees attending paid classes were not much different from that of voluntary classes. On occasions, employees originally scheduled for paid classes were called back to work because of the hotels unexpected staffing needs (see table 12 and 13).

Table 12
JOB-SPECIFIC CLASSES AND THEIR PARTICIPANTS (PAID TRAINING)

Class	Enrolled	Completed	Percentage
Oral Communication Skills Training for housekeepers	127	81	66
Chemical Label for Safety	48	48	100
ESL for Stewards II	18	4	22
Report writing Class for Housekeeping Supervisors	17	12	71
Oral Reporting Skills for Groundskeepers	10	9	90
ESL for Housekeepers	11	11	100
ESL for Bushelps	10	7	70
ESL for Stewards I	7	2	29
ESL for Japanese employees	7	7	100
TOTAL	255	181	71

Table 13
NON-DEPARTMENT SPECIFIC CLASSES (VOLUNTARY TRAINING)

Class	Number Enrolled	Number Completed	Percentage
Phonics I	15	10	67
Oral Communication	11	9	82
Technical Reading Class	10	9	90
Business English	12	6	50
Speech Improvement I	8	6	75
Total	56	40	71

b. Student Achievement

All the participants who made a commitment to attend classes regularly and remain enrolled made significant improvement in their language proficiency, self-esteem, and work quality. Common responses from their supervisors revealed a feeling of great satisfaction about their job performance.

The Test of Adult Basic Education (TABE) was administered to some participants at the beginning and the end of each participant's program in each module category. In the areas of reading and language, the summary for the twelve (12) participants of pre- and post-test scores were listed in Table 14.

Results indicated the participants achieved an average grade level gain of 3.3 for language and 2.0 for reading. These substantial gains were made possible only after significant period of learning (see table 14).

Table 14
STUDENT GRADE LEVEL INCREASE IN READING AND LANGUAGE

Participant	Language	Reading	Number of hours of training
1	4.9	3.4	160
2	0.8	1.5	118
3	7.1	5.5	138
4	5.3	1.4	114
5	3.8	2.4	167
6	2.0	1.0	145
7	3.8	2.8	173
8	4.4	0.2	28
9	0.4	0.4	53
10	3.3	2.6	64
11	0.9	1.7	27
12	3.2	1.1	35
Average	3.3	2.0	101

c. Student Self-evaluation and Program Feedback

Evaluation forms were developed for participants to assess the progress they had made in workplace literacy skills, self esteem and work confidence, and in relation to others upon the completion of their respective programs.

The results were encouraging because most of the participants felt a positive impact from the training they have received on their on-the-job literacy skills and job performance. The descriptive statistics of the Oral Communication Class indicates participants considered that they had improved their English on-the-job (80%) and could communicate better with hotel guests (88%) and co-employees (54%). Besides they felt that they had a more positive attitude toward the jobs they were doing (84%), gained more self- confidence at work (48%), and were better prepared for job advancement (32%) (see table 15).

Table 15
STUDENT SELF-EVALUATION ORAL COMMUNICATION CLASS
(49 participants)

Item	Frequency	Percentage
PROGRAM		
Improve my English on the job	40	80
Communicate better with guests	44	88
Communicate better with co-employees	27	54
Gain more self-confidence at work	24	48
Prepare for advancement	16	32
WORK ATTITUDE		
More positive attitude	42	84

In addition to the positive self-evaluation, participants of the Oral Communication Class gave high remarks to the tutors agreeing that they were well-prepared for teaching (66%), with lots of patience and understanding in tutoring participants (80%). As for the topics covered and the materials used, all of them (100%) agreed they were useful in their jobs (see table 16).

Table 16
STUDENT SELF-EVALUATION: ORAL COMMUNICATION CLASS
(49 employees)

Item	Frequency	Percentage
INSTRUCTOR		
Well-prepared	33	66
Ready to answer questions	29	58
Patient and understanding	40	80
TOPICS COVERED		
Very helpful	48	96
MATERIALS USED		
Very helpful	44	88

Many participants expressed their interest in coming back again to have training in different classes. In fact, some of them attended more than one class at the same time or enrolled in a second class after the first one.

e. Management Evaluation

Evaluation forms developed by project staff were sent to the participants' supervisors or department managers upon the completion of their respective programs and on a regular basis of three to six months interval. The following were the results available from some classes. One class offered by the SELPH project was Steward Class II with 14 instructional hours. The feedback from management showed that while the general communication skills had not improved substantially, their specific skills had made some noticeable improvement. Results indicated that 53% of the seventeen (17) participants could make reports more accurately, and 64% of them could follow instruction, including safety procedures, more carefully, and had a better understanding and application of SGSS (Sheraton Guest Satisfaction Standards) procedures in their work. The management also noticed that the majority of the participants enjoyed better relations with others (64%), demonstrated more confidence in their job performance (59%), showed more positive attitude towards work (71%), and improved work productivity (59%) and work quality (76%) (see table 17).

Table 17
MANAGEMENT EVALUATION OF EMPLOYEES, DECEMBER 1989
(17 STEWARDS)

Item	Change Observed	Percentage
Clearer Communication	4	24
More accurate in reporting	9	53
More confident about speaking	11	64
Follow directions more carefully	11	64
Follow safety procedures more carefully	11	64
Better understanding and application of SGSS principles	11	64
More confident performance	10	59
Positive Attitude	12	71
Improved work quality	13	76
Better work relations	11	64
Improved job Productivity	10	59

The results from the evaluation conducted at the end of the project indicated that the management observed improvement in different aspects of the participants' language proficiency. In actuality, 69% of the participants improved their English skills, 56% speaking skills, 52% listening skills, 16% reading and writing skills. At the same time management noticed that more than 49% of the participants improved their job performance, work attitude, relations with others, safety practices, and applications of the SGSS included (see table 18).

Table 18
MANAGEMENT EVALUATION OF EMPLOYEES, JUNE 1990
(61 EMPLOYEES)

Item	Change Observed	Percentage
English at work	42	69
Speaking skills	34	56
Listening skills	32	52
Writing skills	10	16
Reading skills	10	16
Overall Confidence	39	64
Work Relations	38	62
Work Attitude	43	70
Safety Practices	30	49
SGSS	38	62
Work efficiency	34	56
Productivity	36	59
Work Quality	37	61

The management indicated that 65% of the participants showed more loyalty to the company and 59% of them had become more promotable. Department managers and supervisors also pointed out that 84% of their employees needed more training in different areas of literacy skills; listening (61%), speaking (74%), reading (69%), and writing (67%) (see table 19).

Table 19
MANAGEMENT EVALUATION, JUNE 1990
(61 EMPLOYEES)

Item	Frequency	Percentage
Recommend for more training	51	84
Need to improve writing skills	41	67
Need to improve reading skills	42	69
Need to improve speaking skills	45	74
Need to improve listening skills	37	61
More promotable	34	56
More loyalty	42	69

VI. FINDINGS AND RECOMMENDATIONS

a. Findings

The preceding section presented the project implementation and outcomes in detail, which are now summarized below:

The data available indicated that the SELPH project accomplished the first general objective--delivering educational services to the ITT Sheraton Hotel employees with adequate literacy skills in an effective way.

Data indicated that as of April 30th, 1990 (the end of the project's instructional cycle), three hundred and thirty eight (338) hotel employees attended various literacy classes and/or received individualized tutorials under three instructional modules, ranging from general language programs to more job-specific ones such as the Chemical Labels for Safety Class. The success and necessity of the project were demonstrated by the high demand of classes for the participants from all age groups and/or with different years of employment.

The descriptive statistics of the ESL module participants showed that participants made an impressive progress in areas of language and reading within a few months. Although the achievement of participants of job-specific literacy training classes could not be measured by standardized tests such as the BEST and the

TABE, the participants themselves felt a positive impact in the classes they had taken respectively. The general consensus was that the SELPH classes helped improved their on-the-job literacy skills and they became more confident about their job performance and gained more self-esteem. Participants' self-evaluation was confirmed by their supervisors' and managers' observation of upgraded communication skills, better relations with guests and co-employees, and an overall better quality of work. They also indicated that participants became more promotable after completing the program.

The SELPH project was successful in accomplishing the second general objective of "producing a Workplace Literacy Skills Model in the visitor industry which was responsive to the needs and characteristics of the workplace to be served."

The project developed the SELPH Workplace Literacy Skills Model based on a comprehensive literature research and in-depth needs assessment, which identified the diverse needs of the hotel industry and the unique characteristics of the hotel work force.

To meet the needs of the target employees with different goals, job requirements, and language backgrounds, the SELPH model offered three instructional modules, ESL, Basic Skills, and GED, each offering classes with different contents at different levels. In recognition of the problem of uncertain work schedule facing most of the target employees, this model adopted three instructional approaches, class teaching, individualized one-to- one tutoring, and computer-aid learning packages. Most of the classes were small with a and non-threatening atmosphere. In the case of conflicting times with class schedules or some special needs, the participants could arrange individual tutorials according to his/her schedule. To maximize the service provided by the project, the learning center located at the Sheraton Waikiki Hotel operated ten (10) hours a day, six (6) days a week. Flexibility was the key strength of the project model.

The project developed a comprehensive job-specific literacy skills curriculum including a variety of classes for each module. Each class had a course outline specifying the goals, objectives, focused literacy skills, topics, materials, teaching methods, aids, and time allocation.

The project recruited a team of project staff, full time, part time, and volunteer tutors, with good qualifications and experience in the hotel industry and literacy project. Its staff development program include the initial orientation and the subsequent regular workshops to help the staff to cultivate a strong commitment to the philosophy of the project, and the needed dedication required to become excellent.

The SELPH model was also developed in such a way that it was innovative and sensitive to the multi-ethnic characteristics of Sheraton Hotels in Hawaii-Japan's work force, thus accomplishing the third general objective.

Student enrollment of the project consisted of more than ten ethnic groups as projected in the proposal. Whether a model could accommodate this feature of its

target group would determine to a great extend the ultimate outcome, success or failure. This issue was addressed by the following:

The SELPH project recruited a team of tutors from various ethnic groups to match the make-up of the participants. Initial orientation for new staff and the monthly staff training workshops emphasized the importance of cultural sensitivity in communicating with participants.

One of the criteria of selecting members of the Advisory Council were their ethnic background to ensure that major ethnic groups were represented and their opinions heard.

Tutors paid special attention to the selection of teaching materials, avoiding culturally sensitive topics and materials, such as negative stereotype image of minorities, which might bear cultural prejudice against them and would have a negative impact on their learning motivation. Tutors also introduced different aspects of the American culture, trying to help participants adjust themselves to a society still new to them.

The fourth general objective--to produce a "SELPH Project Report" containing the information needed to replicate the model was accomplished with the publication of the SELPH Model.

The SELPH Model briefly and concisely describes all the major aspects of project design and implementation, such as philosophy, needs assessment, instructional components, staff recruitment and training, student enrollment, curriculum development, course design, teaching methodology, and evaluation. The amount of information contained in the model will give others a clear idea about the project.

Clearly the SELPH project accomplished to a great extent the fifth general objective--to promote a workplace literacy partnerships in Hawaii between the business industries and educational organizations to fulfill the literacy needs of Hawaii's work force.

The University of Hawaii-Manoa, College of Education and ITT Sheraton Hotels in Hawaii-Japan worked closely together when drawing the proposal and throughout the project operation period. The University of Hawaii-Manoa, College of Education took charge of the project's training program. On the other hand, ITT Sheraton Hotels were very supportive in every phase of the project, especially with regard to student enrollment, tutor recruitment, curriculum development and public relation. All the in-kind contributions specified in the proposal were materialized. SELPH II, an expansion of this SELPH project from the Sheraton Hotels in Waikiki to other Sheraton Hotels in Hawaii, serve the best evidence to illustrate the kind of partnership that SELPH had promoted between the educational institution and business industries.

b. Problems and Recommendations

While the corporation between the University of Hawaii, College of Education and the ITT Sheraton Hotels in Hawaii-Japan was excellent, the partnership could work more aggressively and creatively. Communication among the partnership of levels of department managers and supervisors needed to be expanded in the areas of student recruitment and follow-up evaluation.

The project would work more effectively in its efforts to improve the quality of the hotel work force if the partnership of the project could be expanded to involve union locals. In other words, working agreements should be developed with hotel management and union representatives, project should have an easier time in recruiting participants at the beginning and retaining them during the program.

While the project staff as a whole remained stable, the turnover of external evaluators occurred during the project operation period. In order to conduct an effective evaluation, it was extremely important to monitor the implementation and measure student achievement in a systematic way. On the other hand, turnovers of external evaluators caused frustration for the project staff to repeat the orientation many times and to incorporate suggestions from new evaluators who approached the project evaluation differently. (The turnover suggested the need to budget more money for evaluation in the future projects.)

At first the project planned to used standardized assessment tools to measure gain in literacy skills. Project staff then found the standardized tests to be appropriate only for participants who wanted to improve their English language skills and/or to prepare for a high school diploma. However, for participants who received job-specific skills training, the standardized tests were inappropriate because it could not measure accurately accomplishment in job-specific literacy skills. If the focus of the class was job-specific - as it was in the SELPH project - the instrument must be sensitive to what had been taught. Project staff realized this problem and stopped further using standardized tests for the rest of the project, and tried to explore other means which could reasonably measure the participants' achievement of job-specific literacy skills training. The lack of direct measurement of participants achievement of a particular class made it difficult to assess the effectiveness of the class.

The project staff developed several versions of the same evaluation forms for use at different times. As a result, the inconsistency in designing the items caused confusion for others in analyzing the data collected.

In contrast to small classes in most of the cases, one class had as many as more than 40 participants. It was too large for both instructors to teach and participants to learn in an effective way. The literacy class required a comfortable and non-threatening environment for participants to practice what had been taught, rather than just taking notes. Therefore, more efforts should be made to maintain a reasonable class size.

A certain number of participants failed to develop personal commitment to the

program, and to maintain progress for themselves. Some participants were not able to see the long term rewards of their hardwork, but instead expected to be rewarded after a short period of participation.

In response to this problem, the project staff could emphasize on providing participants with more educational counselling and goal setting sessions.